

For Reference

NOT TO BE TAKEN FROM THIS ROOM

For Reference

NOT TO BE TAKEN FROM THIS ROOM

Ex libris
UNIVERSITATIS
ALBERTAENSIS



THE UNIVERSITY OF ALBERTA

THE ROLE OF THE ELEMENTARY SCHOOL
PRINCIPAL IN BRITISH COLUMBIA

BY

HARRY H. HOOGE

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE
MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

APRIL, 1967

UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "The Role of The Elementary School Principal in British Columbia" submitted by Harry H. Hooge in partial fulfillment of the requirements for the degree of Master of Education.

ABSTRACT

The theory that a principal can function most effectively when he is aware of the expectations which his alter groups hold for his supervisory behavior formed the basis of this study. An investigation was made of expectations that district superintendents, elementary school principals and elementary school teachers hold for that aspect of supervisory behavior which brings the principal into close contact with his staff for the purpose of improving the quality of instruction in his school.

A stratified sampling procedure based on pupil enrollment was used to select seventy schools to serve as a representative sample of British Columbia elementary schools. Questionnaires were completed by twenty-nine district superintendents, sixty-three principals and five hundred and four teachers. A chi square test for independence was used to discover significant inter-group differences. The method of analysis used by Cheal to describe intra-group conflicts was employed. A median test and Kendall's Coefficient of Concordance "W" were used to determine inter-group and intra-group conflicts in part two of the questionnaire.

The supervisory behavior of the elementary school principal was investigated under the following headings: classroom visitation, individual conferences, general

staff meetings, action research, bulletins and other aids, demonstration teaching and scheduled visitation, and miscellaneous. Approximately sixty-five per cent of the items under "Classroom Visitation" revealed significant conflict both between alter groups and within one or more alter groups. The principal is faced with two almost equally divided groups of teachers. There are those who desire an inspectorial type of visitation while the other group favours a more informal type of supervision. Although a fairly consistent percentage of teachers resist classroom visitation by the principal in any form, principals and superintendents are in general agreement that classroom visitation is an effective device in helping the teacher improve his instruction.

Responses to the section "Individual Conferences" seemed to indicate that administrators generally would give more direct and formal professional guidance than the teachers feel necessary. As qualifications of teachers rise, they desire the opportunity to analyze their own performance and work out their own problems. Conferences were considered useful when arranged upon the teachers' request.

Superintendents indicated the desirability of fairly close control and leadership by the principal in all aspects of "General Staff Meetings". Teachers evidently want an active part in the planning of the staff meeting.

Principals were divided in their reaction to the idea of teachers freely adapting courses to meet the needs of their classes in whatever way they might see fit. Superintendents as a whole did not see this as a valuable device whereas a large majority of teachers felt they should be given the freedom to experiment.

All groups generally agreed that the principal can profitably assist the teacher by being aware of current educational trends and publications and bringing these to the attention of his staff. Teaching principals of smaller schools agreed in theory although they could give only limited assistance in this respect.

Superintendent responses indicated that they valued the traditional type of demonstration lesson much more highly than teachers. Principals placed less value on the technique than superintendents but saw more value in this practice than teachers. Teachers enthusiastically endorsed the consultant performed demonstration lesson and also felt intra-school and inter-school visits were most useful.

In general the study indicated that there is considerably less conflict between principals and superintendents in their expectations for the principals' supervisory role than between teachers and the two levels of administration. There was a higher instance of conflict amongst teachers regarding their expectations of the

principal's supervisory role than amongst the other two groups. Although superintendents responses revealed significant conflict on fewer items than either teachers or principals they disagreed severely (first degree conflict) on more items than the others. The sectional categories dealing with classroom visitation, conferences, staff meetings and demonstration teaching contained the greatest number of conflicts both between and within the three alter groups.

ACKNOWLEDGEMENTS

The writer wishes to acknowledge the co-operation of the British Columbia Teachers' Federation office staff and the Department of Education who provided information and services necessary to select the sample for the study.

Much appreciation is expressed to Mr. C. D. Ovans who endorsed the study and to the District Superintendent, principal and teacher respondents.

Further appreciation is expressed to Dr. E. Miklos and Dr. J. Andrews for their advice and assistance in the early stages of the study.

Finally, special thanks to Dr. G. L. Mowat for his encouragement and guidance throughout.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The Problem	2
Hypothesis	3
Assumptions	3
Definition of Terms Used	4
Background	5
The Concept of Supervision	5
Supervision in the Past	7
The Elementary School Principal as Supervisor of Instruction	8
Need For the Study	10
General Need	10
Specific Need	12
Delimitations of This Study	13
II. CONCEPTUAL FRAMEWORK	15
Social Role Concept	16
Role and Status	16
Role and Personality	19
Role Expectations	20
Role Conflict	23
III. RELATED RESEARCH	26
Confusion of Expectations and the Need for Clarification	27

CHAPTER	PAGE
Variability of Role Expectations	29
Correlates of Role Conformity	33
Role Conformity and Satisfaction	33
Role Conformity and Morale	35
Role Conformity and Tension	38
Implications	39
Supervisory Behavior Designed to	
Improve Instruction	40
Summary	44
IV. DESIGN OF STUDY	46
The Study Sample	46
Instrumentation	47
Distribution of Questionnaires	49
Analysis of Data	51
Part I of Questionnaire	51
Part II of Questionnaire	52
V. FINDINGS - PART I	55
Inter-Group Conflicts	55
Inter-Group Conflicts: Classroom	
Visitation	59
Inter-Group Conflicts: Individual	
Conferences	63
Inter-Group Conflicts: General Staff	
Meetings	68

CHAPTER	PAGE
Inter-Group Conflicts: Action	
Research	72
Inter-Group Conflicts: Bulletins	
and Other Aids	74
Inter-Group Conflicts: Demonstration	
Teaching and Scheduled Visitation ...	75
Inter-Group Conflicts: Miscellaneous ..	78
Summary	81
Intra-Group Conflicts	81
Intra-Group Conflicts: Classroom	
Visitation	83
Teachers	83
Principals	86
Superintendents	87
Intra-Group Conflicts: Individual	
Conferences	88
Teachers	88
Principals	91
Superintendents	92
Intra-Group Conflicts: General	
Staff Meetings	93
Teachers	93
Principals	95
Superintendents	96

CHAPTER	PAGE
Intra-Group Conflicts: Action	
Research, Bulletins, Etc.	97
Teachers	97
Principals	97
Superintendents	99
Intra-Group Conflicts: Demonstration	
Teaching, Etc.....	99
Teachers	99
Principals	101
Superintendents	102
Intra-Group Conflicts: Miscellaneous ..	103
Teachers	103
Principals	103
Superintendents	103
Summary	105
VI. FINDINGS - PART II	109
Inter-Group Conflicts	109
Principals and Superintendents	111
Superintendents and Teachers	111
Principals and Teachers	113
Intra-Group Conflicts	115
Summary	116
VII. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS ..	119
The Problem	119

CHAPTER	PAGE
Appendix A: Review of Findings	121
Conflict Between Groups	121
Appendix B: Teachers and Superintendents	121
Teachers and Principals	122
Appendix C: Superintendents and Principals	123
Appendix D: Summary	124
Conclusions	124
Conflict Within Groups	125
Appendix E: Intra-Group Conflict Amongst Teachers	125
Intra-Group Conflict Amongst Principals	126
Intra-Group Conflict Amongst Superintendents	127
Summary	128
Conclusions	129
General Conclusions	130
Recommendations for Further Study	131
BIBLIOGRAPHY	133
APPENDICES	139
Appendix A: The Instrument	140
Appendix B: Letter Accompanying Instrument	151
Appendix C: Letter to Superintendent	152
Appendix D: Letter to Principals	153

CHAPTER	PAGE
Appendix E: Letter to Participating Superintendents	155
Appendix F: Follow-up Letter to Superintendents and Principals	156
Appendix G: Information About Respondents	157
Appendix H: Summary of Responses to Items Revealing Significant Conflicts Between Alter Groups	161
Appendix I: Summary of Responses to Items Revealing Significant Conflicts Within Alter Groups	163

LIST OF TABLES

TABLE	PAGE
I. Availability and Sampling of British Columbia Elementary Schools	47
II. Percentage of Returns	50
III. Summary of Responses to Questionnaire	50
IV. Frequency and Percentage of Responses Indicating Inter-Group Conflict Classified by Sectional Category	57
V. Sectional Category: Classroom Visitation Items Showing Inter-Group Conflicts	61
VI. Sectional Category: Individual Conferences Items Showing Inter-Group Conflicts	65
VII. Sectional Category: General Staff Meetings Items Showing Inter-Group Conflicts	70
VIII. Sectional Category: Action Research Items Showing Inter-Group Conflicts	73
IX. Sectional Category: Demonstration Teaching and Scheduled Visitation Items Showing Inter-Group Conflicts	76
X. Sectional Category: Miscellaneous Items Showing Inter-Group Conflicts	79
XI. Summary of Inter-Group Conflicts (Questionnaire: Part I)	82

TABLE	PAGE
XII. Sectional Category: Classroom Visitation	
Items Showing Intra-Group Conflicts	84
XIII. Sectional Category: Individual	
Conferences Items Showing Intra-Group	
Conflicts	89
XIV. Sectional Category: General Staff Meet-	
ings Items Showing Intra-Group Conflicts.	94
IV. Sectional Category: Action Research,	
Bulletins, Etc. Items Showing Intra-	
Group Conflicts	98
XVI. Sectional Category: Demonstration Teaching,	
Etc. Items Showing Intra-Group Conflicts.	100
XVII. Sectional Category: Miscellaneous Items	
Showing Intra-Group Conflicts	104
XVIII. Number and Per Cent of Items In Each	
Sectional Category Revealing Significant	
Conflicts Within Groups	106
XIX. Summary of Intra-Group Conflicts	107
XX. Results of Median Test on Ranking of	
Supervisory Practices by Respondents	110
XXI. Rank of Items by Alter Groups	114
XXII. Degree of Agreement Within Groups	
(Questionnaire: Part II)	117

CHAPTER I

INTRODUCTION

In recent years students of educational administration have sought to analyze the expectations held for the behavior of incumbents of various administrative positions. Evidence of disagreement in the expectations held for occupants of particular positions by different groups and individuals has resulted in a need for defining these positions more exactly so that they may be understood more clearly and so that any apparent conflicts may be dealt with more intelligently. One of the functions of the educational administrator, supervision, has meant different things to different people at different times: inspection, administration, guidance, control, finance and improvement of instruction. As a result the supervisory role of the administrator lacks clarity and is often misunderstood. In this study an attempt will be made to determine and to analyze some of the expectations that certain alter groups hold for the supervisory aspect of an administrator's role. Specifically, the supervisory behavior which brings the administrator into close contact with his staff, as he attempts to improve the quality of instruction in his school, will be investigated.

I. THE PROBLEM

The purpose of this study was to make a survey of the expectations which elementary school teachers, superintendents of schools and elementary school principals themselves hold for the supervisory behavior of the elementary school principal.

More specifically, the study will attempt to answer the following questions:

(1) Are there any significant differences between alter groups in their expectations for the supervisory behavior of the elementary school principal:

(a) between teachers and superintendent of schools,

(b) between teachers and elementary school principals,

(c) between superintendent of schools and elementary school principals?

(2) To what extent is there agreement within each group in its expectations for the supervisory behavior of the elementary school principal:

(a) among teachers,,

(b) among elementary school principals,

(c) among superintendent of schools?

II. HYPOTHESES

Supervision, as one aspect of the administrative process, exists for one purpose -- the improvement of instruction and learning. The significance of the principal's supervisory role in setting the instructional climate of his school cannot be emphasized too much. Since supervision brings the principal into close contact with his staff it is most important that he be aware of the type of assistance which is expected of him by those with whom he comes in contact.

The basic hypothesis of this study is that the expectations which the major alter groups hold for the supervisory behavior of the elementary school principal are, in many respects, incongruent. More specifically, this study hypothesizes that the expectations held for the supervisory behavior of the elementary school principal differ significantly between alter groups. A further hypothesis is that considerable disagreement exists within the alter groups regarding the expectations held for the supervisory behavior of the elementary school principal.

III. ASSUMPTIONS

The fundamental assumption which formed the basis of this study and which influenced the approach, methodology and construction of the instrument was that there are

techniques or practices which a principal can use to assist a teacher to improve his instruction. Furthermore it was assumed that obtaining information from those in the field -- teachers, superintendents and principals themselves -- is one method by which knowledge about the desired practices can be extended.

It is fully realized that techniques used successfully by one principal may not work well for another principal or that practices used by a principal in one situation may not work for him in another situation. It is further realized that there are certainly many other factors such as the personality of the principal, of the teacher and physical working conditions, to mention a few, which contribute to the quality of instruction which is offered in a school. However, knowledge of expectations held for that part of his supervisory behavior which brings him in close personal contact with his staff should be of considerable value.

IV. DEFINITION OF TERMS

Elementary Schools. Those schools enrolling grades I to VI or VII. As a result of the Chant Commission, grade seven pupils are now classified as elementary pupils. However, not all schools have completed the transition. Thus some elementary schools may still enroll only grades one to six.

District Superintendent of Schools. Refers to a provincially appointed superintendent of schools in a school district.

Supervision. One aspect of administration in which the elementary school principal engages in order to maintain and/or improve the instructional program in his school.

Supervisory Behavior. The supervisory techniques or services aimed at helping the teacher to improve the quality of his instruction.

Alter Groups. Those groups which hold expectations for the principal's supervisory and administrative behavior.

V. BACKGROUND

The Concept of Supervision

Supervision is a broad term which "stands out as one most discussed, yet least understood."¹ What is supervision? Who should supervise? How should the supervisory function be carried out? Educators and others have debated these questions in the past. Today books, articles, and conferences attempt to clarify the concept and to suggest some answers but no consensus of opinion is evident.

¹Harold Spears, Improving the Supervision of Instruction (Prentice Hall, Inc., Englewood Cliffs, N.J., 1953), p. 1.

The concept of supervision is influenced by the prevailing philosophies which in turn determine the objectives and aims of a school or school system. Theory and practice are developed which are congruent with the accepted aims and philosophy. Since philosophies vary, concepts of supervision must also be expected to vary. Presumably theories and practice of supervision will always vary, dependent upon the situation and personnel involved.

Despite the controversy regarding the concept of supervision there is general agreement that it is necessary to carry out activities designed to improve the instructional program. Burton and Brueckner state that "supervision on the functional service basis is a necessary, integral part of any general educational program and any specific school system ..."² They go on to suggest several reasons why this is so. There is evidence, then, that supervision is a topic of continuing interest, generally considered as necessary and as Spears states, "... of all the responsibilities of school operation, supervision stands out as the one most in need of clarification."³ Research which will help to identify supervisory practices which are considered helpful by those directly concerned, seems warranted.

²W. H. Burton and L. J. Brueckner, Supervision, A Social Process (Appleton-Century-Crofts, Inc., New York, 1955); p. 17.

³Spears, op. cit., p. 1.

Supervision in the Past

Supervisory control of early American and Canadian public schools was placed in the care of laymen. The basic purpose of supervision was to maintain existing standards.⁴ At the beginning of the nineteenth century supervision, though still the responsibility of laymen, became more formalized in positions such as "school clerk," "acting visitor," or "superintendent of school."⁵ As schools grew in size and complexity, laymen found themselves unable to carry out their supervisory function adequately. Lack of training in addition to insufficient time to devote to supervision pointed to the need for supervision by professional educators. During the latter half of the nineteenth century supervision of instruction became one of the duties of the superintendent of schools.

The twentieth century brought with it new subjects such as music, art, physical education and home economics. These required special teachers and general supervisors. Supervision began to stress improvement of teachers' performance in addition to inspection for regulatory purposes.

Eventually the idea that the elementary school principal could best perform the supervisory function in the

⁴Spears, op. cit., p. 41.

⁵W. H. Lucio and John D. McNeil, Supervision, A Synthesis of Thought and Action (McGraw-Hill Book Co., Inc., 1962), p. 4.

elementary school became prominent. Maurice F. Smith states that subject matter supervisors in the elementary schools are not needed: "The principal properly trained and continually working closely with his teachers and pupils, understanding their needs and problems is logically suited to give and actually can best give the supervision necessary."⁶

The Elementary School Principal as Supervisor of Instruction

The early principalship was an administrative convenience rather than a position of recognized leadership.⁷ Even though centralization of responsibilities which heralded the principalship became apparent around 1800,⁸ the concept of the principal having supervisory responsibilities for instruction was absent or at best, considered unimportant.

By the middle of the nineteenth century school boards and superintendents became increasingly aware that the principal should have more control over his school. This led to a shift from a clerical function of the principalship to one of administrative responsibilities which included a very vague idea of supervision. The foregoing becomes evident through a study of the duties of the elementary

⁶Maurice F. Smith, "The Teaching Principal is a False Economy," The Nation's Schools, Volume 47, No. 3, March, 1951, p. 39.

⁷Charles R. Spain, Harold H. Drummond, and John I. Goodlad, Educational Leadership and the Elementary School Principalship (Rinehart & Company, Inc., New York, 1956), p. 24.

⁸Ibid.

school principal as listed in an early report from the Cincinnati Public Schools.⁹ Even by 1857 the prescribed duties of principal teachers in Boston did not include any real supervisory work despite the fact that a few selected principals received free time from teaching to assist their teachers.¹⁰

The beginning of the twentieth century brought new responsibilities to the position of the principalship. The industrial revolution caused people to live in larger groups which resulted in increased school enrollment.¹¹ Each school needed a resident to take care of the organization, general management and supervision of buildings and playgrounds. These duties became part of the principals' responsibilities and soon became too great for the teaching principal. Consequently, boards were persuaded to release the principal from teaching part of the time. At about this time the positions of assistant superintendent and special supervisors were established. By the 1930's the supervisor had in effect, taken over the instructional program and left

⁹Ibid., pp. 24-25.

¹⁰Research Bulletin of the National Education Association, The Principal As Supervisor, Vol. VII, No. 5 (Published by the Research Division of the N.E.A., Washington, D.C., November, 1929), p. 284.

¹¹George C. Dyte, How to Supervise (Houghton Mifflin Company, New York, 1930), p. 21.

the principal extremely busy doing everything but what is now believed he should be doing.¹²

Since the 1930's, several factors helped the principalship move towards the function of supervision. Better prepared teachers, better prepared principals, and more stress on giving the principal and his teachers freedom to solve their own difficulties affected the principalship. A changing philosophy of supervision which consisted of a shift from an impersonal attitude towards the teacher's work to a personal, intimate, helpful and more tactful approach to the teacher and his problems, combined with the other factors to effect change in the principal's major function.¹³ Today the trend appears to be toward making supervision of instruction the primary task of the elementary principalship.

VI. NEED FOR THE STUDY

General Need

The District Superintendent of Schools in British Columbia is moving further away from supervision of instruction and moving closer to a position of executive officer of the school board. Plenderleith states that:

¹²John S. Benben, "The Principalship: Its Changing Role," Elementary School Journal, Volume 61, December, 1961, pp. 153-157.

¹³Ibid., p. 156.

While, in every case, the District Superintendent's special responsibility is still the organization and supervision of instruction, more and more of his activities are devoted to administration ... Although the Public Schools Act provides that the District Superintendent may be appointed as an executive officer of a School Board, the latter appointment is made only with the approval of the Minister of Education upon the joint recommendation of the School Board and the Superintendent of Education for the Province. After approval is received in this connection, the School Board may then assign such duties to its Superintendent as are approved by the Superintendent of Education. The degree to which this arrangement is utilized is indicated by the fact that all School Boards in the Province have made their Superintendent of Schools their executive officer ...¹⁴

The duties of the District Superintendent, as outlined in Section nine of the Public Schools Act,¹⁵ reflect clearly the importance that is attached to the assistance and advice which he is expected to give to the school board. Only one of the superintendent's many duties is

to be responsible for the supervision of the instructional program within his Superintendency and (to be) responsible to the Superintendent of Education for the attainment of the standard of public education required by the Superintendent of Education.¹⁶

Building programs, teacher recruitment, selection and placement, preparation of annual school estimates and routine

¹⁴William A. Plenderleith, The Role of the District Superintendent in Public School Administration in British Columbia (The Ryerson Press, Toronto, 1961), pp. 16 and 20.

¹⁵Manual of the School Law and Rules of the Council of Public Instruction, Province of British Columbia, 1961, Section 9, Subsection 1, pp. 3962 - 3964.

¹⁶Plenderleith, op. cit., p. 19.

work for the Department of Education, to mention but a few responsibilities, are making it difficult, if not impossible, for District Superintendents of Schools to carry out the function of supervision as in the past. Thus, more and more the principal is being given the task of carrying out effective supervision, formally, in his school.¹⁷ The gradual assignment of the supervisory function to the elementary school principal is of a general nature and so specific expectations, which will serve as a guide, must be established.

Specific Need

Varying amounts of clerical assistance, free time from teaching and other additional services (in comparable situations) would seem to indicate that there may be conflicting ideas among education authorities within a school district (and between districts) as to what the elementary principal should really be doing in his supervisory function. Elementary school principals are experiencing feelings of frustration caused by the conflict between knowledge or theories of their supervisory function and physical conditions which place severe limitations on their performance. Such a situation is not conducive to

¹⁷Ibid., p. 46.

effective supervision. Clarification as to the status quo could be useful in working towards a more enlightened view of the supervisory function of an elementary principal. It is with this area that this study is concerned, focusing on the degree of agreement or disagreement between and within the three alter groups: elementary teachers, District Superintendents of Schools and elementary school principals themselves as to the supervisory behavior designed to help the teacher improve the quality of his instruction.

Much has been written about the significance of role expectations and resulting conflicts when expectations, held for an incumbent's position, are incongruent with those of the incumbent or where expectations vary between and among alter groups. Chapters Two and Three are concerned with theoretical and empirical studies which deal with role expectations and the significance of conflicting role expectations. The purpose of reviewing these studies was to further point out the need for gaining more specific knowledge of the expectations which are held for incumbents of administrative positions.

VII. DELIMITATIONS OF THIS STUDY

This study will be restricted to the elementary school in the province of British Columbia for the year 1963-64. Only those elementary schools will be included

which enroll one hundred fifty or more students in grades one to six or seven. Vancouver elementary schools will be excluded because situational factors such as supervisory personnel, policies re teaching principals, larger enrollment and general complexity differentiate their problems from those of elementary schools in other areas. Only that aspect of supervisory behavior by which the principal attempts expressly to help the teacher to improve his instruction will be investigated.

CHAPTER II

CONCEPTUAL FRAMEWORK

The realization that education and the administration of education is part of the social scene in which it operates has led to the study of the content and methods of the social sciences in an effort to relate these to the study of school administration and its many ramifications. Gross, Mason and McEachern in their investigation into role consensus regarding the behavior of the school superintendent attempted to "forge a closer link between theoretical and empirical analysis concerned with the study of roles."¹

Cheal, in his study, quotes Richard Conrad as stating that:

Knowledge of sociological principles derived from systematic research is as practical for the educational personnel administration as is knowledge derived from experience and from common sense judgment.²

¹ Neal Gross, Ward S. Mason and Alexander W. McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role (John Wiley and Sons, Inc., New York, 1958), p. 3.

² John Ernest Cheal, "Role Conflict in the Principalship of the Composite High School," (unpublished Master's thesis, The University of Alberta, Edmonton, 1958), p. 10, citing Richard Conrad, "A Sociological Approach to Public School Administration," Educational Administration and Supervision, Vol. XXXVIII, No. 7, pp. 385 - 392.

Finally, Bidwell comments:

A school system is a social system, i.e. an integral system of roles organizing the activities of its members toward common goals. The administrative organization of the school is a subsystem, within the larger system, in which the roles of teachers and administrator are in relationship of subordination and superordination.³

This study deals with the expectations which certain specified alter groups hold for one aspect of the administrative behavior of the elementary school principal. A brief discussion of social role theory -- role, role expectations and role conflicts -- would seem to be appropriate in providing a theoretical setting for this study.

I. SOCIAL ROLE CONCEPT

Role and Status

A discussion of "role" must of necessity include consideration of the term "status". Chinoy defines status and role as two sides of the same coin. He says that "status" is a socially identified position; role is the pattern of behavior expected of persons who occupy a particular status."⁴ The concepts of role and status are

³Charles E. Bidwell, "The Administrative Role and Satisfaction in Teaching," The Journal of Educational Sociology, Volume 29, p. .

⁴Ely Chinoy, Society: An Introduction to Sociology (Random House, New York, 1962), p. 29.

identified by Chinoy as:

The link between society, as the network of relations among individuals participating as members of a complex array of social groups within a larger whole, and culture ... that complex whole which includes knowledge, belief, art, morals, law, custom, and any capabilities and habits acquired by man as a member of society ...⁵

Linton emphasizes the inseparability of status and role in this way:

There are no roles without statuses or statuses without roles ... A status, as distinct from the individual who may occupy it, is simply a collection of rights and duties ... A role represents the dynamic aspect of a status. The individual is socially assigned to a status and occupies it with relation to other statuses. When he puts the rights and duties which constitute the status into effect, he is performing a role.⁶

In The Cultural Background of Personality, Ralph Linton states that: "A particular status within a social system can be occupied and its associated role known and exercised by a number of individuals simultaneously ..."⁷ Linton goes on to point out that "one individual can and does occupy a number of statuses (and their pertaining roles) simultaneously."⁸ This is certainly true of the administrative setting. A principal of a school almost

⁵Ibid., pp. 20 and 29.

⁶Ralph Linton, The Study of Man (Appleton-Century-Crofts, Inc., New York, 1936), pp. 113 - 114.

⁷Ralph Linton, The Cultural Background of Personality (D. Appleton-Century Co., Inc., New York, 1945), p. 77.

⁸Ibid., p. 78.

always occupies a number of statuses. Besides being an administrator he may be a parent, a teacher, a member of a service club, and so on.

Further, a principal's role is made up of a number of "sectors".⁹ For example, his role may be subdivided into role sectors such as supervision for purposes of consultation, supervision for purposes of evaluation, teaching, management, etc. It is conceivable that there may be more consensus, among the alter groups, on one role sector than another. To fill successfully each aspect of his position, the principal must have knowledge of the expectations held for the various parts of his role. This study is concerned with one of these role sectors: the supervisory behavior which is designed to assist the teacher to improve his instruction.

Hare states that the term "role" refers to the set of expectations which group members share concerning the behavior of a person who occupies a given position in the group.¹⁰ Others have indicated that "role" must not be thought of as merely a pattern of behavior expected of persons who occupy a particular status. Davis defines an

⁹Gross, et al., op. cit., p. 62.

¹⁰A. Paul Hare, Handbook of Small Group Research (The Free Press of Glencoe, New York, 1962), p. 101.

individual's role as "... how he actually performs in a given position, as distinct from how he is supposed to perform."¹¹ Sargent says: "a person's role is a pattern or type of social behavior which seems situationally appropriate to him in terms of the demands and expectations of those in his group."¹² In this study role is defined as expectations which are associated with a certain administrative position.

Role and Personality

Stogdill has at least two of the above interpretations in mind when he defines roles in terms of mutual expectations. He points out that:

The structuring of a member's role defines, at the same time, his position (status and function) in the group. A system of positions, thus defined, describes the formal structure of a group. A member is expected to perform and interact in accordance with the specifications defined for his position. But each member brings into a group a strongly preconditioned personality, value system and set of identifications ... Thus, an individual's prior experience, conditioning, as well as his immediate behavior in a group, plus his accomplishments and reputation, and his positions in other groups combine to determine the role he will be able to play.¹³

¹¹Gross, et al., p. 14 citing Kingsley Davis, Human Society (The Macmillan Co., New York, 1948 and 1949), p. 90.

¹²Stansfeld Sargent, "Concepts of Role and Ego in Contemporary Psychology," in John H. Rohrer and Muzafer Sherif (editors), Social Psychology at the Crossroads (Harper and Brothers, New York, 1951), p. 360.

¹³Ralph M. Stogdill, "Intra group - Inter group Theory and Research," in Muzafer Sherif, editor, Intergroup Relations and Leadership (John Wiley and Sons, Inc., 1962), p. 57.

How then can similar roles, occupied by different personalities, meet the expectations held by the members of the alter groups? Parsons and Shils suggest that:

An important feature of a large proportion of social roles is that the actions which make them up are not minutely prescribed and that a certain range of variability is regarded as legitimate. This range of freedom makes it possible for actors with different personalities to fulfill within considerable limits the expectations associated with roughly the same roles without due strain.¹⁴

In a formal organization such as the school the principal cannot blindly rely on a range of acceptability. This leads us to conclude that, before the "area of freedom" or zone of acceptance in which the incumbent can act without knowingly causing dissatisfaction can be determined, it is necessary to know what is expected. The zone of acceptance is determined to a large extent by what the individual expects of the administrator. Knowing these expectations will help the incumbent either to adjust his own behavior so that it will be acceptable or to enlarge, shift or adjust the existing zone of acceptance.

II. ROLE EXPECTATIONS

It was pointed out in the preceding section that the term "role" is frequently used to refer to the expectations

¹⁴Talcott Parsons and Edward A. Shils, editors, Toward a General Theory of Action (Harvard University Press, Cambridge, 1962), p. 24.

associated with a certain position in a social group. According to Gross, Mason and McEachern, role in sociological literature, refers to what the society expects of an individual occupying a given status.¹⁵

Role expectations, when referring to the school principal, must be thought of in terms of two sets of expectations. When an individual is appointed to the principalship of a school he will likely have certain perceptions of the position he is to occupy. This is in keeping with Sargent's definition of role expectations.¹⁶ When self-expectations are incongruent with the second type of expectation -- expectations of others -- psychological and sociological conflicts, resulting in tension and dissatisfaction, can occur. The second set of expectation is the expectation that others have for the behavior of an occupant of a status. These expectations may or may not coincide with one another, or with those of the occupant.¹⁷

Tolman, in his discussion of role expectations, says they have a double meaning:

¹⁵Gross, et al., op. cit., p. 37.

¹⁶Sargent, op. cit., p. 360.

¹⁷Ralph M. Stogdill, Ellis L. Scott and William E. Jaynes, "Leadership and Role Expectations," Research Monograph No. 86 (The Bureau of Business Research, 1956, Columbus), p. 3.

It applies not only to expectations of alters that ego will behave in certain ways but it applies as well to the expectations of ego that if he behaves in these expected ways, the alters will meet his behavior with approval (or at any rate with lack of disapproval) and with other appropriate, complementary meshing behavior of their own.¹⁸

Thus it is essential that a principal be aware of expectations held for him. What is the behavior expected of him in endeavouring to help the teacher improve his instruction? This question must be clarified if the social group, in this case the faculty, is to achieve the goals of the institution satisfactorily. There is, admittedly, always the danger that the principal may not accurately perceive the expectations of others. Miklos points this out:

It is also fairly evident that individual behavior can be influenced by expectations only to the extent that and in the way that the individual perceives the expectations. These may be totally different from the expectations as defined by an external observer.¹⁹

Nevertheless, knowledge of the expectations which are held for his position will be useful to a principal especially if he seeks to understand these in terms of the situational factors and the nature of those expressing these expectations. This study will seek to provide relatively concrete

¹⁸Tolman, Edward C., "Value Standards, Pattern Variables, Social Roles, Personality," in Parsons, Talcott and Shils, Edward A., editors, Towards a General Theory of Action (Harvard University Press, Cambridge, 1952), p. 350.

¹⁹Erwin Miklos, "Dimensions of Conflicting Expectations and the Leader Behavior of Principals," (unpublished Doctoral dissertation, University of Alberta, Edmonton, 1963), p. 15.

information as to the expectations held for the supervisory behavior of the elementary school principal.

III. ROLE CONFLICT

When there is disagreement among expectations held for an incumbent's position, conflicts of various types can occur. First, there is the conflict which may arise when an individual occupies two or more roles simultaneously. For example, if role expectations of one position are incongruent with the expectations of another, conflict occurs. This research is not concerned with the above conflicts but rather with the two kinds of conflict described in the following paragraphs.

When there is lack of consensus among the groups who hold expectations for a role incumbent, the principal is forced to make decisions between these expectations. This can lead to dissatisfaction on the part of certain staff members and stress for the principal. Speaking of this matter, Cheal and Andrews state that:

The existence of pressures upon a principal, troublesome though they may be, seem to be an inevitable part of any administrative position. The pressures arise from the expectations which individuals and groups hold regarding the actions of the principal in his job. Expectations held by ... (specific groups) ... are readily transformed into pressure upon the principal. This is especially so when individuals and groups differ in their expectations of the principals behavior with respect to the same matter ... This exposure of the principal to incompatible

behavioral expectations constitute his role conflict.²⁰

The above authors go on to state that a major task of the principal is to harmonize and unify the expectations of the major alter groups towards his role. In order to do this the principal must ascertain the various expectations held for his behavior.

Role conflict also occurs when there is lack of consensus within a particular group of how an individual should behave. Bidwell contends that the teacher's relationship with the administrator seems to be an important source of feeling of tension. He says that administrators must attempt to reconcile the varying expectations of the teachers in order to evoke confidence and security among his staff.

If the faculty members have conflicting ideas of proper administrative behavior, the administrator has an additional responsibility. He must work with the teachers whose views of the proper role of the administrator are clearly inappropriate in an effort to produce a desirable change in their point of view. Such a change, of course, cannot be dictated. It must result from a cooperative approach of honest differences of opinion.²¹

However, before conflict can be resolved, they must be understood. Chase states that, "Evidence from our studies

²⁰John E. Cheal and John H. M. Andrews, "Role Conflict in the Leadership of the Composite High School," The Alberta Journal of Educational Research, Vol. IV, No. 4, December, 1958, p. 221.

²¹Charles E. Bidwell, "Some Causes of Conflict and Tensions Among Teachers," Administrators Notebook, Vol. IV, No. 7, March, 1956.

and those of others ... leads us to conclude that professional leaders need to understand the expectations of teachers in order to bring about effective group action."²²

The principal as the person best able to help the teachers improve their instruction must know what the expectations for his behavior in this respect may be. The principal may have to modify the expectations that he himself holds for this function. On the other hand, the situation may call for resolution of the conflicts by modifying the values and resulting expectations of the staff. Before plans and action for conflict resolution can be decided upon, the expectations must be known and understood. Attention will be focused, in this study, on the expectations held by specified alter groups for the supervisory behavior of the elementary school principal and to the degree of harmony or disharmony between and among the alter groups regarding these expectations.

²²Francis S. Chase, "How to Meet Teachers' Expectations of Leadership," Administrators Notebook, Vol. I, No. 9, April, 1953.

CHAPTER III

RELATED RESEARCH

In recent years many studies have investigated the expectations held for the incumbents of various administrative positions. Relatively few, however, deal directly with the problems as outlined in this study. Since this research project is concerned with expectations held for that specific aspect of the elementary principal's supervisory behavior which is designed to help the teacher improve his instruction, a review of research dealing with expectations held for the administrative behavior of principals generally as well as role studies concerning other administrative personnel is pertinent to this study.

The review of related research will centre around the following four topics:

- (1) Studies which produce evidence of conflicting expectations regarding the behavior of role incumbents and those which point to a need for clarification of the expectations held.
- (2) Studies which show that expectations between and within alter groups often vary significantly.
- (3) Studies which reveal a relation between role conformity and teacher satisfaction, morale and tension.

- (4) Studies which deal with supervisory behavior aimed at improving instruction.

I. CONFUSION OF EXPECTATIONS AND THE NEED FOR CLARIFICATION

During the last decades many new administrative positions have come into existence. The administrative roles that did exist in the past have often been adjusted or changed quite drastically. It can be assumed that this is one of the reasons for confusion as to the expectations held for the various administrative positions or what one's perception of a position which he holds should be. The following studies do not deal exclusively with the elementary principalship but the conclusions drawn from them bear reference to that position.

Knight¹ sought to achieve a behavioral definition of the supervisor's job. The review of literature indicated to him that the supervisor-principal relationship is one involving tensions and conflict potentials. Knight assumed that these tensions and conflicts were caused by disagreement about some aspect of the supervisor's role. Knight interviewed forty-nine principals and thirty-six supervisors,

¹Charles Spurgeon Knight, "A Perception of Elementary School Supervisory Role," Dissertation Abstracts, Doctoral dissertation (Stanford, California: Stanford University, 1956), Volume 16, p. 1230.

employing the Critical Incidents Technique. Analysis of the data seemed to suggest that there is lack of agreement between principal and supervisors as to their perceptions of the elementary school supervisor's role.

Hallberg² did a similar study. However, she extended the study to include four alter groups and included a comparison of expectations and actual perceived behavior of the elementary school supervisor. Hallberg's data were obtained from forty-one general elementary supervisors, thirty-two country and district superintendents, seventy-three principals and two hundred thirty teachers, in Oregon by means of a questionnaire. She concluded that there is evidence of confused thinking with contradictory expectations for the supervisory role.

Research, by Gross, Mason and McEachern,³ studied the role of the superintendent from the viewpoint of analyzing the expectations that incumbents of the superintendency position, and the expectations that school board members held for the position. They found that there was considerable disagreement on the majority of items not only in the

²Hazel Irene Hallberg, Analysis of the Expected and Actual Behaviors of Supervisors in the Role Concept of Four Professional Groups," Dissertation Abstract, Doctoral dissertation.

³Neal Gross, Ward S. Mason and Alexander W. McEachern, Explorations in Role Analysis (John Wiley and Sons, Inc., New York, 1958).

"intensity" of the expectations held but also in the direction with which members of the two groups expressed their expectations.⁴

Finally, Campbell⁵ makes the tentative generalization, from his review of research, that administrators are faced with multiple and conflicting expectations. He goes on to suggest that the administrator's first requirement is to assess the situational characteristics and expectations. More than this the administrator must understand and deal with the role expectations of the major alter groups.

II. VARIABILITY OF ROLE EXPECTATIONS

A study by Waite⁶ made a comparative analysis of the teacher-principal relationship in two similar schools in one community. The data for the study were obtained by interviewing teachers, by questionnaires and by critical observation over a five month period. During this observation period, Waite acted as a participant-observer with a field team including an educator, an anthropologist and a psychia-

⁴Ibid., p. 141.

⁵Roald F. Campbell, "Situational Factors in Educational Administration," in Roald F. Campbell and Russell T. Gregg, editors, Administrative Behavior in Education (Harper and Brothers, New York, 1957), pp. 261-66.

⁶Keith V. Waite, "A Situational Analysis of the Teacher-Principal Relationship," Dissertation Abstract, Doctoral dissertation (Stanford, California: Stanford University, 1958-59), Vol. 19, p. 2278.

trist. This comprehensive investigation led the researcher to a number of significant conclusions. Two of these, which are related to this study, follow.

- (1) A principal must conform to the behavior that the staff considers proper for his role if he wishes to have their support. In order to conform, it is essential that he have an understanding of the nature of these expectations. Waite then groups the expectations into three categories:
 - (a) general expectations -- evolve from traditions and values of the teaching profession,
 - (b) institutional expectations -- which originate in the cultural setting of the local school,
 - (c) individual expectations -- of the staff members which vary with the personality characteristics of the individual teacher.
- (2) Despite the expectations held in common by teachers in general and by members of a particular school staff, the individualistic nature of each teacher's perceptions of his principal makes each teacher-principal relationship unique.

When seeking to determine and deal with expectations of teachers for an aspect of supervision as controversial as the behavior on the part of the principal designed to help teachers improve their instruction, the above conclusions are well worth careful consideration.

Waite's study dealt with intra-group differences of expectations. Separate studies by Evenson⁷ and Seeman⁸ were concerned with divergent expectations among alter groups. Evenson purposed to ascertain the corresponding relationship between the principal's own beliefs and those of superintendents, and the staff, concerning how he should behave as a leader. He found that administrators are often faced with multiple and conflicting expectations. There are areas of agreement but they would appear to be relatively infrequent.

Seeman also found that there was conflict between school leaders and teachers on many questions. He noted, for example, on the question of final responsibility in failing pupils, that 40 per cent of the leader group as compared to 80 per cent of the teacher group thought the decision should be left to the teacher.⁹

⁷Warren L. Evenson, "The Leadership Behavior of High School Principals Perceptions and Expectations of Superintendents, Principal and Staff Members," (The University of Chicago, Chicago, Illinois, 1958), Microfilm, Rutherford Library, University of Alberta, Edmonton.

⁸Roald F. Campbell, op. cit., p. 261, citing Melvin Seeman, "Role Conflict and Ambivalence in Leadership," American Sociological Review, 18: 373-80, August, 1953.

⁹Ibid., p. 261.

Medsker¹⁰ and Buffington,¹¹ in companion studies, sought to identify the job of the elementary school principal from the standpoint of parents and teachers. Again, the investigations produced evidence that the perception of the two groups, for a certain role, were far apart.

Two studies which investigated the similarity or dissimilarity of expectations both between and within alter groups were done by Cheal¹² and Gray.¹³ A report of Cheal's study in The Alberta Journal of Educational Research¹⁴ summarizes the findings as follows: "... the definition of the principal's role by several alter groups includes many inconsistent and incompatible expectations."¹⁵ Some

¹⁰L. L. Medsker, "The Job of the Elementary School Principal as Viewed by Teachers," Dissertation Abstract, Doctoral dissertation (Stanford, California: Stanford University, 1954), Volume 14, No. 6, pp. 946-47.

¹¹Reed L. Buffington, "The Job of the Elementary School Principal as Viewed by Parents," Dissertation Abstract, Doctoral Dissertation (Stanford, California: Stanford University, 1954), Volume 14, No. 6, pp. 943-44.

¹²John Ernest Cheal, "Role Conflict in the Principalship of the Composite High School," (unpublished Master's thesis, University of Alberta, Edmonton, Alberta, 1958).

¹³Martin Gray, "A Role Analysis of the School Principalship," Dissertation Abstract, Doctoral dissertation (The University of Wisconsin, 1961), Volume 22, No. 6, pp. 1884-85.

¹⁴John E. Cheal and John H. M. Andrews, "Role Conflict in the Leadership of the Composite High School," The Alberta Journal of Educational Research, 4: 221-26, December, 1958.

¹⁵Ibid., p. 225.

suggestions as to why this might be so are advanced. The review then goes on to say that:

... though the role incumbent may change the expectations of alter groups, the definition of his role, according to the role theorists, is still the product of all alter groups expectations. It can never be defined by the principal alone.¹⁶

Gray explored the extent of consensus on role definition as it applied to the school principalship among principals, teachers and central office personnel. The data collecting instrument for this study was an adaptation and extension of the Superintendents' Performance Instrument used by Gross in his study of the School Superintendency. Gray found that there were different degrees of consensus on different expectations for the principal position within and between the three sets of alter groups representing principals, teachers and central office staff.

The studies which have been reviewed in this section clearly point out that the expectations which are held for administrative positions tend to differ significantly, between and within the alter groups.

III. CORRELATES OF ROLE CONFORMITY

Role Conformity and Satisfaction

A number of studies have been done to investigate

¹⁶Ibid., p. 226.

the effect that non-conformity to expectations has on group climate. On the basis of his research Moser concludes that:

The satisfaction of teachers with the school systems in which they work has been found to depend upon the extent to which teachers perceive that the behavior of their administrator meets their expectations.¹⁷

In 1954, Moyer¹⁸ carried out a study in Illinois involving three secondary schools and four elementary schools, in four school systems. He used two instruments, one to identify attitudes toward leadership and the other to measure teacher satisfaction. His findings showed that the greater the unity within the group in their attitudes toward leadership, the higher the satisfaction in the group. Also, the more alike a teaching group is in terms of group centred attitudes toward leadership, the higher the level of the teacher satisfaction in the group.

In a study of the consultant's role, Ferneau¹⁹ found that where agreement between administrators and consultants on the consultant's role was general, the services were rated as more favorable than those where there was a large measure of disagreement between the expectations of the

¹⁷Robert P. Moser, "The Leadership Pattern of School Superintendents and School Principals," Administrators Notebook, Vol. 6, No. 1, September, 1951.

¹⁸Donald C. Moyer, "Leadership That Teachers Want," Administrators Notebook, Vol. 3, No. 7, March, 1955.

¹⁹Elmer G. Ferneau, "Which Consultant?" Administrators Notebook, Vol. 2, No. 8, April, 1954.

administrator and the consultant.

Sharma²⁰ and Inabnit²¹ looked into the expectations that teachers held for their participation in decision making in their schools. Sharma found that teacher satisfaction was related directly to the extent to which current practices in decision making in their schools conformed to the practices which they felt should be followed. Inabnit came to a similar conclusion. He noted that teachers whose professional orientation was in harmony with accepted educational thinking were more satisfied if participating in systems where the responsibility in decision making indicate shared authority. It is interesting to note that the degree of satisfaction did not necessarily correspond to the degree of participation by teachers; rather it was the perception of the environment for decision making that determined the level of satisfaction.

Role Conformity and Morale

Aspegren²² undertook to investigate the relationship

²⁰C. L. Sharma, "Who Should Make Decision?" Administrators Notebook, Vol. 3, No. 7, April, 1955.

²¹Darell James Inabnit, "Characteristics of Teacher Participation in Decision Making. Functions of Public School Administration: An Empirical Investigation in Policy-Making and Related Factors in Four Illinois Public-School Systems," Dissertation Abstract, Doctoral dissertation (Chicago, Illinois: University of Illinois, 1954), Vol. 14, pp. 1976-77.

²²Robley E. Aspegren, "A Study of Leadership Behavior and its Effect Upon Morale and Attitudes in Selected Elementary Schools," Dissertation Abstract, Doctoral dissertation, (Colorado: Colorado State College, 1962), Vol. 23, No. 10, pp. 3708-09.

between role conformity and favorable group climate. The study was conducted in twenty elementary schools and was a parallel study to one conducted by Baumgartel in twenty research laboratories. Both studies found that superiors who ranked high in role conformity were associated with subordinates who held more favorable attitudes towards their superior.

Hanes²³ did a similar study involving secondary schools. This project also paralleled a study made in Science Research Laboratories. Hanes hypothesized that phenomena concerning administrative behavior observed in a professional organization, other than the educational one, also occur or can be observed in an educational setting. His data were obtained from responses by professional teachers and administrators to a questionnaire and opinionnaire survey. Hanes summarizes his findings as follows:

High role conformity of principals was more highly associated with favorable attitudes toward the superior than low role conformity of principals. High role conformity principals were those whose behavior was most like the behavior preferred by their teachers.²⁴

²³R. Charles Hanes, "A Study of Leadership Behavior and its Effect Upon Morale and Attitudes of Teachers in Selected Secondary Schools," Dissertation Abstract, Doctoral dissertation (Colorado: Colorado State College, 1962), Vol. 23, No. 10, p. 3720.

²⁴Ibid.

A research project by Shipnuck²⁵ investigated and analyzed the relationship of the perceptions of hostility exhibited by elementary school principals as perceived by the principals themselves, and by their teachers, to the degree of existing faculty morale. Shipnuck used two instruments to gather data from two hundred and fourteen elementary school teachers and thirteen elementary principals. The first was a scale designed by the investigator, on which teachers and principals rated hostile behavior exhibited by principals. The second instrument was a faculty morale rating scale adapted from a scale developed in the Personnel Research Board at the Ohio State University. Shipnuck found that the principal who is best off in terms of teachers' perceptions of low hostility and high faculty morale is the principal who sees himself as his teachers see him.

Chase²⁶ reports a study in which he interviewed four hundred teachers in five school systems and sent questionnaires to a much larger number. The purpose of the study was to examine the relationship between morale and leadership. One conclusion that Chase came to was that when teachers' expectations are not met, morale goes down.

²⁵Murray Ellis Shipnuck, "Perceived Hostility in Administrator-Teacher Relationships," Dissertation Abstracts, Doctoral dissertation (Stanford, California: Stanford University, 1954), Vol. 14, No. 6, pp. 949-50.

²⁶Francis S. Chase, "Professional Leadership and Teacher Morale," Administrators Notebook, Vol. 1, No. 8, March, 1953.

Role Conformity and Tension

If a school situation is unsatisfactory and if morale in a school is low, one can assume that tension will be high. Two studies which relate role conformity and tension were conducted by Bidwell²⁷ and Moser.²⁸ Bidwell carried out his investigation in five school systems. One of his two questionnaires provided data about the perceptions and expectations held by teachers. The second questionnaire sought to determine the degree of satisfaction of respondents with the situation. Bidwell theorized that:

One index of presence or absence of tension would seem to be the expression of dissatisfaction or satisfaction with the situation in which it is produced. It would be expected that in situations where teachers perceptions and expectations regarding administrative behavior are divergent, dissatisfaction with teaching would be expressed by the teachers because of the high degree of tension generated ...²⁹

Bidwell found that the above theory was substantiated.

To avoid tension between the principal and superintendent, Moser suggests that the principal should know clearly the expectations of his superintendent and vice versa:

²⁷Charles E. Bidwell, "The Administrative Role and Satisfaction in Teaching," The Journal of Educational Sociology, 29: 41-47, 1955-56.

²⁸Moser, op. cit.

²⁹Bidwell, op. cit., p. 42.

Superintendents and principals will invest their time wisely if they will take time to discuss frankly their expectations concerning each others' behavior ... The extent to which they are successful in role will depend, in part, upon the extent to which understanding develops between them.³⁰

Once again the necessity for a clear perception of the expectations held for a particular role is emphasized.

Implications

The studies reviewed have indicated that expectations of alter groups, for administrators' role, often vary significantly. Further it has been shown that role conformity is significantly related to the degree of satisfaction, morale and tension present in a school situation. The implications for the administrator are many. Four quotations, from the studies reviewed, will serve to summarize the many implications that knowledge of and conformity to the expectations of the alter groups have for the administrator.

1. Waite: An awareness of the situational factors in a particular school -- the characteristics of the staff, the history and development of the school, and the resulting influences on the teachers' expectations for the principal -- should be given careful consideration by those faced with the responsibility of selecting a principal.³¹

³⁰Moser, op. cit.

³¹Waite, op. cit., p. 2278.

2. Evenson: In order to improve in-service training programs for principals and to develop more effective techniques for training future principals, it is highly desirable to obtain dependable knowledge about the expectations which their superintendent and staff members have in respect to their leader behavior.³²

3. Chase: One of the primary concerns of principals should be to bring harmony among expectations and between expectations and performance.³³

4. Gray: The principal must be continually alert to the role expectations as defined by his teachers (and other alter groups) so that he may reconcile these with his own perceptions and expectations.³⁴

IV. SUPERVISORY BEHAVIOR DESIGNED TO IMPROVE INSTRUCTION

The five investigations which will be reviewed in this section have given some guidance to this study. Although they do not deal with supervisory behavior designed specifically to help the teacher improve his instruction, the studies do investigate supervisory behavior which contributes to the improvement of instruction, generally.

The National Educational Association of the United States³⁵ had carried out three major investigations into the

³²Evenson, op. cit., p. 81.

³³Francis G. Chase, "How to Meet Teachers' Expectations of Leadership," Administrators Notebook, Vol. 1, No. 9, April, 1953.

³⁴Gray, op. cit., p. 1885.

³⁵"The Elementary School Principalship," The National Elementary Principal. The Department of Elementary School Principals of the N.E.A. of the U.S.A., Vol. 38, No. 1, September, 1958.

most effective ways in which an elementary principal might improve instruction within his school. The most recent investigation was carried out in 1957. Questionnaires were sent to 4,384 elementary principals of schools in urban school districts throughout the United States. A return of 2,421 questionnaires was realized. In the following outline there are listed the eight most effective contributions which a principal might make towards the improvement of instruction, as indicated by the respondents. The number, following the statement, indicate the percentage of respondents who considered these items as most effective.

- (1) Providing many instructional materials and maintaining high morale. 47 %
- (2) Helping individual teachers identify, study and take action on problems in own classes. 30 %
- (3) Organizing committees of teachers to study and report on instructional problems. 8 %
- (4) Keeping abreast of research and school developments and interpreting them to the staff. 6 %
- (5) Visiting classrooms and observing teachers and children at work. 6 %
- (6) Leading the discussion at faculty meetings. 1 %
- (7) Continuous studies of factors which impair learning and reporting findings to staff. 1 %
- (8) Own careful study of individual children and making findings available to teachers. 1 %³⁶

³⁶Ibid., p. 230.

From the above it would appear that the principal acting as a consultant seems to be considered as most effective in improving instruction. This seems to be borne out by investigations carried out by Harmes.³⁷ He concluded that:

... the trend in supervision (for purposes of improving instruction) is, or should be, away from ... directing, telling, demonstration teaching and surprise visits to the classroom ... toward such things as workshops, faculty meetings, study groups in which the supervisor acts as consultant and advisor.³⁸

However, there is still no consensus of opinion as to how best to help the teacher. Harmes says that a survey of research dealing with supervisory practices reveals that a difference of perception between teachers and those seeking to assist them does not concern the nature of the problems confronting the teacher but rather concerns the methods of dealing with the teachers' problems.³⁹

In a recent study Hyrnyk's findings parallel the above. He found that both teachers and principals listed classroom visitation, teacher conferences, evaluation of teacher's work and demonstration teaching among the least

³⁷H. M. Harmes, "Improving Teaching Through Supervision: How Is It Working?" Educational Administration and Supervision, 45: 169-72, May, 1959.

³⁸Ibid., p. 169.

³⁹Ibid., p. 172.

desired supervisory services. Considered among the most desired supervisory services were emphasis on job satisfaction, curriculum development, testing and evaluation, and development of teacher competence and leadership.⁴⁰

Two further studies show somewhat different results. Cappa and Van Meter⁴¹ set out to discover which general supervision methods and techniques could bring benefit to the elementary teachers of the Santa Barbara School System. The data were collected from one hundred and thirty-seven teachers and eleven principals by means of a questionnaire. The questionnaire contained twenty-four commonly used supervisory techniques and procedures which were gathered through research, discussions with various educators, and personal experiences. The following techniques were preferred by the respondents: (1) small group meetings, (2) bulletins, (3) scheduled and unscheduled visits, (4) personal conference with the principal, and (5) demonstration lessons.⁴²

Harry Farbanish⁴³ found that the following practices

⁴⁰Nick L. Hyrnyk, "Supervisory Needs: West Jasper Place Public Schools," (unpublished Master's thesis, University of Alberta, Edmonton, Alberta, 1963).

⁴¹Dan Cappa and Margaret Van Meter, "Opinions of Teachers Concerning the Most Helpful Supervisory Procedures," Educational Administration and Supervision, Vol. 43, No. 8, March, 1957.

⁴²Ibid., p. 222.

⁴³Harry Farbanish, "Supervisory Practices for Improvement of Instruction in Joint School Districts in Pennsylvania," Dissertation Abstract, Doctoral dissertation, The Pennsylvania State University, 1958-59, Vol. 19, p. 1267.

were recommended, by teachers in Pennsylvania, for continued or expanded use in the improvement of instruction: (1) in-service training, (2) observational classroom visitation, (3) faculty meetings, (4) resource materials and service agencies utilized in the supervisory program.⁴⁴

V. SUMMARY

The related studies which have been reviewed in this chapter suggest the following generalizations:

- (1) Teachers and other major alter groups have expectations for the principal with whom they work. The principal should constantly strive to determine the current expectations for his supervisory behavior.
- (2) The expectations that the alter groups hold for the behavior of the role incumbent frequently vary significantly; at times are quite confusing and contradictory. It is the administrator's responsibility to adjust and unify these expectations and to bring harmony between expectations and performance.
- (3) The principal must be familiar with the characteristics of his teaching staff and the

⁴⁴Ibid., p. 1267.

nature of their expectations if he is to work for common understanding, cooperative action and satisfactory working relations among his staff.

- (4) Perceived fulfillment or non-fulfillment of expectations is associated with the level of satisfaction, morale and tension in the school situation.

This study will seek to determine what the expectations are that the major alter groups hold for that aspect of the elementary school principal's supervisory behavior which helps the teacher to improve his instruction. In addition, the observed degree of congruence or incongruence among expectations may aid the principal in his task of harmonizing and adjusting the expectations, where necessary. Only to the extent that a principal is cognizant of and conversant with the expectations of his major alter groups for his supervisory behavior, can he intelligently seek to ensure a satisfactory teaching-learning situation.

CHAPTER IV

DESIGN OF STUDY

I. THE STUDY SAMPLE

Approximately three hundred and fifty-three elementary schools in British Columbia, having enrollments between one hundred fifty and one thousand, were eligible for inclusion in this study.¹ A sample of seventy schools was considered an adequate representation. Since a representative sample was desired a stratified random sampling procedure based on pupil enrollment was employed. For the purpose of stratified random selection, the schools were divided into three broad categories: schools having enrollments between one hundred fifty and four hundred; schools with enrollments between four hundred one and seven hundred; and schools enrolling between seven hundred one and one thousand students. Therefore, since 70/353 of the total number of available schools were to be chosen for the sample, 70/353 of each broad category, as defined, were used for this study. Schools from each of the three broad categories were selected randomly using a random number table.²

¹British Columbia Department of Education, List of Schools in British Columbia (Victoria: The Department, 1963).

²W. J. Dixon and F. J. Massey, Jr., Introduction to Statistical Analysis (McGraw-Hill Book Company, Inc., New York, 1965), pp. 366-370.

The following table shows the number of available schools in each broad category and the number of schools contacted.

TABLE I
AVAILABILITY AND SAMPLING OF BRITISH
COLUMBIA ELEMENTARY SCHOOLS

Categories of Schools by Enroll- ment	No. of Schools Available	No. of Schools Contacted
150 - 400	238	48
401 - 700	98	18
701 - 1000	17	4
Total:	353	70

Information for the study was sought from principals and teachers in the schools which had been randomly selected. The superintendents chosen were those from the school districts in which the randomly selected schools are situated.

II. INSTRUMENTATION

After some consideration, it was decided that a directed questionnaire would be the most effective method of determining which specific supervisory practices were considered to be most helpful to the teacher. It was envisioned

that the questionnaire would contain a list of supervisory practices which an elementary principal might use to help his teachers improve their instruction. The literature on supervision as reviewed in Chapter III, in addition to suggestions and ideas resulting from discussions with superintendents, principals and teachers provided the basis for the questions used.

The purpose of Parts I and II of the questionnaire was to determine the expectations held by the three alter groups for the specified supervisory behavior of the elementary school principal. The results are discussed in Chapters V and VI. Part III of the questionnaire purposed to provide pertinent personal data as to the nature of the respondents. Appendix "G" summarizes the distribution of those responding to the questionnaire.

Following reviews and discussions of the first drafts of the questionnaire suggested revisions of the instrument were made. After the revised questionnaire was approved it was submitted to three elementary schools in British Columbia. Respondents were given an opportunity to criticize the questionnaire and were invited to make suggestions for its improvement. The results of this pilot study helped to clarify and modify some of the items in the questionnaire. The respondents indicated considerable interest in the study and their comments and suggestions were most valuable. The

final draft of the questionnaire as used in this study is shown in Appendix "A".

III. DISTRIBUTION OF QUESTIONNAIRES

The procedures followed in mailing the questionnaires were such as to enlist the fullest possible co-operation. Descriptions of the study were included in a letter which was sent to each district superintendent requesting permission to send questionnaires to principals and teachers in their districts. The response to these requests seemed to indicate support for this study.

Upon receipt of permission to carry out the study in the selected districts envelopes containing questionnaires for the principal and teachers were forwarded to the randomly selected schools. All superintendents concerned were sent questionnaires as well. In addition stamped, self-addressed envelopes were enclosed. Table II shows the number and percentage of contacted schools which responded to the questionnaire.

Table II shows that 90 per cent (63/70) of the total number of schools contacted participated in the study.

Table III indicates the number and percentage responses in each of the three alter groups used in this study.

TABLE II

PERCENTAGE OF RETURNS

Category of Schools by Enrollment	No. of Schools Contacted	No. of Schools which Responded	Percentage of Schools which Responded
150 - 400	48	44	92
401 - 700	18	16	89
701 - 1000	4	3	75
Total:	70	63	90

TABLE III

SUMMARY OF RESPONSES
TO QUESTIONNAIRE

Respondents	Number Contacted	Number of Responses	Percentage Response
Principals	70	63	90
Teachers	601*	504	84
Superintendents	33	29	88

* - This is an assumption. It is assumed that each principal distributed a copy of the questionnaire to each member of his staff.

IV. ANALYSIS OF DATA

The five response categories in the questionnaire were combined to make three response categories for purposes of analysis. "Strongly Agree" and "Agree" were combined to form the "Agree" category. "Disagree" and "Strongly Disagree" were combined to form the "Disagree" category. The heading "Undecided" formed the third response category. It was assumed that less emphasis would be placed on the "Undecided" category if respondents were given a choice of five response categories.

Part I of the Questionnaire

A chi square test for independence³ was used to discover statistically significant differences in inter-group responses. A .05 per cent level of confidence was used to indicate that the degree of conflict was high enough to be considered significant.

The two categories "Agree" and "Disagree" were used to identify intra-group conflicts. The method of analysis used by Cheal⁴ to describe intra-group conflicts was employed.

³George A. Ferguson, Statistical Analysis in Psychology and Education (McGraw-Hill Book Co., New York, 1959), pp. 165-172.

⁴John E. Cheal, "Role Conflict in the Principalship of the Composite High School," (unpublished Master's thesis, The University of Alberta, Edmonton, 1958), pp. 41-42.

In his study, Cheal established a four-step scale. A 50/50 response to an item was defined as a most severe conflict. The following hypothetical case may help to clarify the above procedure. If 50 per cent of the superintendents agree with a certain item on a questionnaire and the other 50 per cent of the superintendents disagree with this statement, this would suggest a maximum division of opinion and thus be considered a most severe (or first degree) conflict. A 20/80 response was defined by Cheal as constituting a least severe conflict. Cheal sets up the degrees of conflict as follows:

First degree conflict (most severe),	if 50% - 55% agree
Second degree conflict	, if 56% - 65% agree
Third degree conflict	, if 66% - 75% agree
Fourth degree conflict (least severe),	if 76% - 80% agree

Any ratio beyond 20/80 is not considered as a significant conflict. Chapter V discusses the results of the analysis described.

Part II of the Questionnaire

A median test⁵ was used to determine whether there was any significant difference in ranking of each item, between group. This statistic tested the hypothesis that the groups compared were from identically distributed

⁵Ferguson, op. cit., pp. 265-66.

populations, that is, the two independent groups had no significantly different central tendencies. For example the combined rank median assigned to demonstration teaching by principals and teachers was 2.5. This meant that this supervisory technique was considered between second and third in significance in reference to its helpfulness to the teacher. Approximately one-half of the teachers rated this technique higher than the combined rank median and the other half ranked this technique lower. In comparison 70 per cent of the principals ranked this technique above the combined rank median. At the .05 per cent level of confidence this constitutes a statistically significant difference of opinion between principals and teachers.

The degree of agreement within each group was determined by means of Kendall's Coefficient of Concordance "W".⁶ This test is designed to provide a descriptive measure of the agreement among m sets of n ranks. A high value of "W" may indicate that the respondents are applying essentially the same standard to the objects which they have ranked, regardless of other considerations. When the coefficient of Concordance "W" equals "1", then the ranks assigned by each of the judges or respondents are in perfect agreement. When

⁶Sidney Siegel, Nonparametric Statistics For the Behavioral Sciences (McGraw-Hill Book Co., New York, 1956), pp. 229 - 238.

there is maximum disagreement, "W" equals "0".

To test the significance of any observed value of "W", the probability associated with the occurrence under the null hypothesis of the observed agreement among the rankings being a matter of chance was determined by applying a chi square test.

Results obtained by applying the statistical tests just described in Part II of the questionnaire, are analyzed and discussed in Chapter VI.

CHAPTER V

FINDINGS - PART I

Part I of the questionnaire used in this study was made up of a list of expectations which various alter groups might hold for certain aspects of an elementary school principal's supervisory behavior. These items were arranged in sections under the following headings:

1. Classroom Visitation
2. Individual Conference
3. General Staff Meetings
4. Action Research
5. Bulletins and other Aids
6. Demonstration Teaching and Scheduled Visitation
7. Miscellaneous

Respondents were asked to indicate their agreement or disagreement with each item listed. Conflicts between alter-groups in their expectations for the supervisory behavior of the elementary principal will be reported in three parts: evidence of significant differences between alter-groups; evidence of significant differences within each alter group, and a brief analysis of those items which resulted in both inter-group and intra-group conflicts.

I. INTER-GROUP CONFLICTS

A chi square test of independence was used to elimi-

nate statements in which differences might have been the result of chance. It was found that thirty-nine out of sixty-one items (64 per cent) indicated conflicts beyond the .05 per cent level of confidence. Appendix H records the items which were sources of conflict. Table IV shows the results by sectional category.

The sectional category dealing with staff meetings showed inter-group conflict on every item. The next highest percentage of inter-group conflicts were found in the categories dealing with individual conferences and action research. The category dealing with bulletins and other aids showed the least conflict.

The results in Appendix H, page 161, and in Table IV, will be analyzed according to sections as outlined above. In the analysis the degree of conflict will be based on the following scheme. The percentage of respondents from one alter group agreeing with a certain item will be compared with the percentage of respondents from another alter group who agree with the same item.

When a group as a whole differs from another group in their expectations for the role of a principal, he will experience difficulty in satisfactorily meeting the expectations of both groups. The degree of difference in their expectations for his role will determine the severity of his task. There can never be complete unanimity of expectations

TABLE IV

FREQUENCY AND PERCENTAGE OF RESPONSES INDICATING
INTER-GROUP CONFLICT CLASSIFIED
BY SECTIONAL CATEGORY

Sectional Category	Number of Items	Significant Conflict	Per Cent Conflict
Classroom Visitation	12	7	58
Individual Conferences	20	14	70
General Staff Meetings	5	5	100
Action Research	7	5	71
Bulletins and Other Aids	5	1	20
Demonstration Teach- ing and Scheduled Visitation	5	3	60
Miscellaneous	7	4	57
Total	61	39	62

between or within alter-groups because of the background of the individuals, their training, experience and personality to mention but a few factors. However, each principal must find or create an area of behavior, acceptable to his alter-groups, in which he can function effectively and where he can carry out his supervisory role efficiently.

It is difficult to determine, categorically, the

extent of the difference of opinion or expectation a principal can tolerate. This will vary from principal to principal and from situation to situation. However knowing which supervisory techniques elicit more differences of opinion than others can be of assistance to an alert principal.

With the preceding in mind it was decided to divide the percentage differences into four equivalent percentage categories. Responses to this part of the questionnaire showed the greatest percentage of difference between two alter-groups on any single item to be 61 per cent. Further, by using a chi square test of independence (using the .05 per cent level of confidence) it was found that anything below a 7 per cent difference was insignificant. Thus the following pattern was devised to classify the conflicts according to severity:

1. 48% - 62% - a first degree or most severe conflict.
2. 34% - 47% - a second degree conflict.
3. 21% - 33% - a third degree conflict.
4. 7% - 20% - a fourth degree or least severe conflict.

One example to illustrate the application of the above pattern follows. Seventy-three per cent of the teacher respondents agreed with the first item on the questionnaire which states that principals should visit

classes regularly to determine the quality of teaching. Ninety per cent of the principals agreed with this technique. A higher percentage of principals agreed with this technique than teachers but the percentage (17 per cent) difference is of a relatively minor nature. According to the aforementioned pattern this example constitutes a fourth degree or least severe conflict.

Tables V to XI summarize the conflict areas of the seven sectional categories. Only those items to which responses revealed statistically significant conflict between alter groups will be included in these tables. As mentioned above a chi square test of independence was used to eliminate statements in which differences might have been the result of chance. The conflict items of each table will be analyzed and discussed numerically.

Inter-Group Conflicts: Classroom Visitation

Table V, summarizes the conflict areas of this section. There was significant conflict between alter groups on seven of the twelve items.

Response to item one which states that principals should visit classes regularly to determine the quality of teaching showed that principals and superintendents strongly agreed with this supervisory technique. Superintendents were unanimous in their opinion whereas 90 per cent of the principals were in agreement. Compared to

these percentages, 73 per cent of the teachers agreed with this practice. In each of the other groups the majority saw value in this procedure. However the percentage difference in unanimity between teachers and principals can be classified as a fourth degree conflict whereas the conflict between teachers and superintendents rates as a third degree conflict.

Superintendents were also unanimous in their agreement of item two which suggests that principals should visit classrooms regularly to detect weaknesses with a view to helping the teacher. Eighty-two per cent of the teachers supported this item thus classifying it as a fourth degree conflict between teachers and superintendents.

The most severe conflict (first degree) appeared between superintendents and teachers in their response to item three which states that a principal should visit classrooms frequently, casually. The statement goes on to say that this should be sufficient for him to determine what kind of a job is being done. Seventy-three per cent of the teachers felt that this casual method of supervision is satisfactory whereas only 23 per cent of the superintendents were in agreement. Forty-five per cent of the principals agreed with this statement. This constitutes third degree conflicts between principals and teachers (28 per cent) as well as between principals and superintendents (22 per cent).

These conditions, it was said, are not only

after the manner of the law of the land

but also of the law of the land

and of the law of the land

and of the law of the land

and of the law of the land

and of the law of the land

and of the law of the land

and of the law of the land

and of the law of the land

and of the law of the land

and of the law of the land

and of the law of the land

and of the law of the land

and of the law of the land

and of the law of the land

and of the law of the land

and of the law of the land

and of the law of the land

and of the law of the land

and of the law of the land

and of the law of the land

and of the law of the land

and of the law of the land

and of the law of the land

and of the law of the land

and of the law of the land

TABLE V

SECTIONAL CATEGORY: CLASSROOM VISITATION
ITEMS SHOWING INTER-GROUP CONFLICTS

Questionnaire Item:		1	3	5	12		
Teacher-Principal Conflict	Per cent of teachers agreeing	73	73	90	78		
	Per cent of principals agreeing	90	45	100	85		
	Percentage difference	17	28	10	7		
	Severity of conflict	4	3	4	4		
Questionnaire Item:		1	2	3	4	10	12
Teacher-Superintendent Conflict	Per cent of teachers agreeing	73	82	73	92	49	78
	Per cent of superintendents agreeing	100	100	23	100	81	97
	Percentage difference	27	18	50	8	32	19
	Severity of conflict	3	4	1	4	3	4
Questionnaire Item:		3					
Principal-Superintendent Conflict	Per cent of principals agreeing	45					
	Per cent of superintendents agreeing	23					
	Percentage difference	22					
	Severity of conflict	3					

A conflict of minimum severity was observed between superintendents and teachers on item four which states that principals should visit inexperienced teachers more frequently than the experienced teachers. Ninety-two per cent of the teachers supported this statement compared to 100 per cent agreement by superintendents.

The principal group was unanimous in their agreement that the principal should visit classrooms only upon the invitation of the teacher (Item 5). Ninety per cent of the teachers supported this practice. This constitutes a fourth degree conflict. Since the majority of principals (90 per cent) agreed also that teachers should be visited regularly (Item 1) it would appear that principals favour a situation wherein teachers are professionally confident enough to request regular visits by the principal.

Eighty-one per cent of the superintendents agreed that a principal should acknowledge, to the teacher and the class, his appreciation for the opportunity to visit the class. Less than half (49 per cent) of the teachers agreed with this practice signifying a third degree conflict. The teachers' view of this item is consistent with their majority opinion, discussed earlier, that principals should visit classrooms casually.

Item 12 which states that a principal should keep a record of all formal classroom visits revealed fourth

degree conflicts between both levels of administration and the teachers. Eighty-five per cent of the principals and 97 per cent of the superintendents were in agreement as compared to 78 per cent of the teacher respondents.

From the responses analyzed it becomes evident that there is a fairly consistent percentage of teachers who resist classroom visitation, by the principal, in any form.

It is interesting to note that the principals and superintendents are in general agreement that classroom visitation by the principal is a useful and effective device in helping the teacher improve his instruction. No severe conflict between these two alter groups was evident in this section.

Inter-Group Conflicts: Individual Conferences

According to Table VI, fourteen out of twenty items in the section dealing with individual conferences were sources of significant conflict.

There was significant conflict between alter groups on Items 16, 17 and 18 but all of these were of the least severe order. Principals all agreed that following tests and evaluation of pupils, a principal should discuss the child's progress with the classroom teacher (Item 16). Sixteen per cent of the teachers disagreed with this. Conferences between principals and teachers following

demonstration lessons or planned visitation (Item 17) were considered a worthwhile practice by 87 per cent of the principals as compared to 70 per cent of the teachers. Both principals (97 per cent) and superintendents (100 per cent) were almost unanimous in agreeing that a principal should arrange pre-teaching conferences (to help a beginning teacher or a teacher having difficulty, to plan a unit of work, suitable activities, etc.). Eighty-two per cent of the teachers agreed but the fact that 18 per cent disagreed seems to indicate, as do Items 16 and 17, that teachers were either more confident of their abilities or are less cognizant of their need for assistance than the supervisory personnel.

Item 19, which suggests that a principal should counsel teachers on personal as well as professional matters, proved to be quite a contentious issue between superintendents and the other two groups. First degree conflicts were recorded between teachers and superintendents as well as between principals and superintendents. Seventy-four per cent of the superintendents were in agreement with this statement whereas only 20 per cent of the principals and 13 per cent of the teachers were in agreement. The percentage difference in agreement between principals and teachers was only 7 per cent thus registering as a least severe conflict.

TABLE VI

SECTIONAL CATEGORY: INDIVIDUAL CONFERENCES
ITEMS SHOWING INTER-GROUP CONFLICTS

Questionnaire Item:	16	17	18	19	20	22	23	24	26	27	28	29	32
Teacher-Principal Conflict													
Per cent of teachers agreeing	84	70	82	13	82	18	61	61	77	72	63	62	23
Per cent of principals agreeing	100	87	97	20	95	3	43	90	95	89	81	90	73
Percentage differences	16	17	15	7	13	15	18	27	18	17	18	28	50
Degree of conflict	4	4	4	4	4	4	4	3	4	4	4	3	1
Teacher-Superintendent Conflict													
Questionnaire Item:	18	19	22	24	25	26	27	28	29	32			
Per cent of teachers agreeing	82	13	18	61	89	78	71	63	62	23			
Per cent of superintendents agreeing	100	74	7	96	100	100	97	100	96	95			
Percentage differences	18	61	11	33	11	22	26	37	34	72			
Degree of conflict	4	1	4	3	4	3	3	2	2	1			
Principal-Superintendent Conflict													
Questionnaire Item:	19	25	28	32									
Per cent of principals agreeing		88	81	73									
Per cent of superintendents agreeing	20												
Percentage differences	74	100	100	95									
Degree of conflict	54	12	19	22									
Principal-Superintendent Conflict	1	4	4	3									

Response to Item 20 revealed a fourth degree conflict between teachers and principals. A larger percentage of principals (95 per cent) agreed that a principal should help individual teachers to identify, study and take action on problems in their own classroom, than did teachers (82 per cent).

Fourth degree conflicts were noted in the responses to Items 22, 23 and 25. A larger percentage of teachers (18 per cent) than principals (3 per cent) or superintendents (7 per cent) agreed with Item 22 which states that a principal should not do anything to help a teacher who is having difficulties until the teacher comes to him. However the large majority of each group indicated that a principal should take the initiative when assistance is evidently necessary. A comparatively high percentage of teachers (61 per cent) supported the practice of a principal requesting teachers to make appointments to see him rather than coming to his office whenever they wish (Item 23). Less than one-half (43 per cent) of the principals agreed that this sort of routine was desirable. As far as conferences held by the principal following classroom visits are concerned (Item 25), superintendents were at some difference of opinion with teachers and principals. Superintendents all agreed that this was desirable whereas 90 per cent of the teachers and 88 per cent of the principals favoured this practice.

Continuing on the subject of school conferences, Item 24 which states that a principal should hold pre-school conferences (before school opens in September) was agreed to by 96 per cent of the superintendents and 90 per cent of the principals as against 61 per cent of the teachers. Again, we see fairly close agreement between principals and superintendents as compared to conflicts of the third degree order between administrators and teachers. Comments on some of the questionnaires indicated that some teachers felt that such a practice would obligate them to return to school a day or so earlier than usual.

Third degree conflicts were noted between teachers and superintendents in their response to Item 26 which states that a principal should arrange follow-up meetings to discuss observed demonstration lessons as well as to Item 27 which suggests that principals should arrange grade level conferences. There was lesser conflict (fourth degree) between principals and teachers on these two items.

Approximately 63 per cent of the teachers agreed with Items 28 and 29 which suggest that a principal should arrange subject level and division level conferences. Superintendents were almost unanimous in their agreement thus revealing percentage differences of 37 per cent and 34 per cent respectively. These constitute rather severe (second degree) conflicts between teachers and superintendents.

Principals were not quite as unanimous as the superintendents in their response. Eighty-one per cent agreed with Item 28 which results in a fourth degree conflict with both teachers and superintendents. On Item 29 principals were in fairly close agreement with superintendents but the percentage difference between principals (90 per cent) and teachers (62 per cent) indicated a third degree conflict.

A third degree conflict was noted between principals and superintendents in their response to the suggestion that a principal should not feel obligated to consult all teachers on school matters if he can gain a general impression of the views of the staff by consulting only a few teachers. However only 23 per cent of the teachers agreed with this statement as compared to 73 per cent of the principals and 95 per cent of the superintendents. Evidently teachers are quite concerned that they be consulted about matters pertaining to their school situation. Also indicated is the fact that principals as a whole favour a somewhat more democratic relationship with the members of their staff regarding school matters than do superintendents. This item revealed most severe conflict between teachers and both levels of administration.

Inter-Group Conflicts: General Staff Meetings

Responses to the five items in this category all

revealed significant conflicts (see Table VII).

A large percentage (82 per cent) of teachers approved of the principal planning and directing staff meetings. Only about one-half of the superintendents agreed with this practice. The other 50 per cent evidently were of the opinion that staff members should have a part in the planning of staff meetings. Item 34 which suggests just such co-operation in the planning of staff meetings received support from 81 per cent of the superintendents as compared to 59 per cent of the teachers. These two items which are really "two sides of the same coin" showed sufficient conflict to rate as third degree conflicts.

Significant conflicts were noted between teachers and principals as well as between teachers and superintendents on Item 35 which suggests that principals should encourage the setting up of staff agenda committees to select, for discussion, problems that are commonly accepted as worthy. Superintendents were largely (92 per cent) in favour of this procedure as were the principals (85 per cent). Teachers seemed to be less enthusiastic although 69 per cent did favour the suggestion.

Item 36 which states that a principal should encourage social meetings was a source of conflict between all groups. The majority of teachers (58 per cent) intimated that this

TABLE VII

SECTIONAL CATEGORY: GENERAL STAFF MEETINGS
ITEMS SHOWING INTER-GROUP CONFLICTS

	Questionnaire Item:	35	36			
Teacher-Principal Conflict	Per cent of teachers agreeing	65	42			
	Per cent of principals agreeing	85	62			
	Percentage difference	16	20			
	Degree of conflict	4	4			
	Questionnaire Item:	33	34	35	36	37
Teacher-Superin- tendent Conflict	Per cent of teachers agreeing	82	57	69	42	20
	Per cent of superin- tendents agreeing	52	81	92	91	50
	Percentage difference	30	24	23	49	30
	Degree of conflict	3	3	3	1	3
	Questionnaire Item:	36				
Principal-Super- intendent Conflict	Per cent of principals agreeing	62				
	Per cent of superin- tendents agreeing	91				
	Percentage difference	29				
	Degree of conflict	3				

was unnecessary. Principals were quite divided although 62 per cent did favour the idea. On the other hand 91 per cent of the superintendents agreed that this was a worthwhile practice. Thus we have a fourth degree conflict between principals and teachers; a third degree conflict between principals and superintendents; and a most severe (first degree) conflict between teachers and superintendents.

Another item which showed conflict between teachers and superintendents was Item 37 which states that staff meetings should be called regularly even though the principal may not have anything of importance to discuss with the staff. Fifty per cent of the superintendents agreed with this whereas only 20 per cent of the teachers felt this to be desirable. This percentage difference of 30 per cent constitutes a third degree conflict.

Each item included under general staff meetings registered conflict between at least two alter groups. Whereas the superintendents seemed to indicate the desirability of fairly close control and leadership by the principal in all phases included in this category the teachers, although agreeing to comparatively rigid control in purely administrative matters, tended towards a "no interference policy" regarding their own personal and professional affairs. Again, as in the preceding sectional categories, principals and superintendents were in relatively close agreement in

their evaluation of most of the techniques. Teachers and principals differed significantly on only two of the items whereas teachers and superintendents differed in varying degrees about each item.

Inter-Group Conflict: Action Research

Although responses to five out of the seven items in this section revealed conflicts, all of these conflicts with the exception of one were of a relatively minor nature. A study of Table VIII, shows that principals and superintendents, almost unanimously, agreed with Items 40 to 43 which suggest that a principal should encourage research, provide leadership in planning research, show continued interest while research is going on and assist in the implementation of ideas resulting from the research projects. The majority of teachers also supported these suggestions although not as unanimously. The percentage differences between responses of teachers and administrators constituted fourth degree (least severe) conflicts.

The one item in this section which revealed significant conflict between each group stated that principals should permit teachers to adapt courses to the needs of their classes in whatever way they might see fit (Item 44). Principals were almost evenly divided in their opinion whereas superintendents seemed quite dubious about the outcome of such a permissive atmosphere. Teachers (87 per

TABLE VIII

SECTIONAL CATEGORY: ACTION RESEARCH
ITEMS SHOWING INTER-GROUP CONFLICTS

Questionnaire Item:		40	41	42	43	44
Teacher-Principal Conflict	Per cent of teachers agreeing	87	82	92	91	87
	Per cent of principals agreeing	95	93	100	100	52
	Percentage difference	8	11	8	9	35
	Degree of conflict	4	4	4	4	2
Questionnaire Item:		40	41		43	44
Teacher-Superin- tendent Conflict	Per cent of teachers agreeing	87	82		92	87
	Per cent of superin- tendents agreeing	100	97		100	32
	Percentage difference	13	15		8	55
	Degree of conflict	4	4		4	1
Questionnaire Item:						44
Principal-Superin- tendent Conflict	Per cent of principals agreeing					52
	Per cent of superin- tendents agreeing					82
	Percentage difference					30
	Degree of conflict					3

cent) appeared to be largely in favour of this idea. The conflict between principals and superintendents was of the third degree order whereas the conflict between teachers and principals was somewhat more severe -- a second degree conflict. The difference of opinion between teachers and superintendents was of the first degree (severest conflict) order.

On the whole teachers were somewhat less enthusiastic about planned and guided experimentation and research projects than principals or superintendents. Teachers who disagreed with the statements dealing with research may have felt unqualified to carry out such projects. It is interesting to note, though, that a high percentage of teachers approved of freedom to experiment as they wished (Item 44). Apparently teachers desire the privilege and the complete freedom to engage in action research if they wish but are less enthusiastic about assuming the obligation or responsibility of systematic research imposed by the administration.

Inter-Group Conflicts: Bulletins and Other Aids

All groups were generally agreed that the principal can profitably assist the teacher by keeping abreast of educational trends as reported by current magazines, bulletins, research findings, aids, etc. and by bringing these to the attention of his staff.

Response to only one item out of five in this section revealed conflict. There was a fourth degree conflict noted between principals and superintendents regarding the suggestion that principals should select, distribute and promote professional books, magazine articles and research findings (Item 48). Although principals were substantially in agreement (86 per cent) they were not as fully in agreement as the superintendents (96 per cent). Evidently teaching principals of the smaller schools felt that they just did not have the time to give staff members this assistance and thus responded in reference to their situation.

Inter-Group Conflict: Demonstration Teaching and Scheduled Visitation

Significant differences of opinion were noted in the responses to three out of the five items in this category (see Table IX). A difference of opinion was noted between alter groups in response to the suggestion that a principal should teach demonstration lessons. Less than one-half (46 per cent) of the teachers saw this as a helpful technique as compared to 65 per cent agreement by the principals thus constituting a fourth degree conflict. Apparently teachers place considerably less importance on the value of demonstration lessons by the principal than do superintendents. Eighty-five per cent of the superin-

TABLE IX

SECTIONAL CATEGORY: DEMONSTRATION TEACHING AND
SCHEDULED VISITATION ITEMS SHOWING INTER-
GROUP CONFLICTS

	Questionnaire Item:	50		54
Teacher-Principal Conflict	Per cent of teachers agreeing	46		91
	Per cent of principals agreeing	65		82
	Percentage difference	19		9
	Degree of conflict	4		4
	Questionnaire Item:	50	51	54
Teacher-Superin- tendent Conflict	Per cent of teachers agreeing	46	53	91
	Per cent of superin- tendents agreeing	85	85	100
	Percentage difference	39	32	9
	Degree of conflict	2	3	4
	Questionnaire Item:	50		
Principal-Superin- tendent Conflict	Per cent of principals agreeing	65		
	Per cent of superin- tendents agreeing	85		
	Percentage difference	20		
	Degree of conflict	4		

tendents agreed that this was a useful technique in assisting teachers to improve their instruction. This percentage difference of 39 per cent rates as a second degree conflict. The percentage difference between principals and superintendents was of the fourth degree order.

A comparatively high percentage of superintendents (85 per cent) agreed with Item 51 which stated that a principal should arrange for demonstration lessons to be taught by superior teachers from within the school. Fifty-three per cent of the teachers considered this as worthwhile. This difference of opinion constitutes a third degree conflict.

One other item in this section revealed conflict between the alter groups. Superintendents were unanimous in their view that a principal should arrange for intra-school visitation for purposes of assistance, encouragement, etc. whenever the need arises. Principals and teachers were also largely in favour of this practice but there was not the unanimity of agreement. The percentage differences in agreement between teachers and principals, and between teachers and superintendents were of the fourth degree (least severe) order.

Response to this section headed "Demonstration Teaching and Scheduled Visitation" seems to indicate that

superintendents valued the traditional type of demonstration lesson much more highly than teachers. Principals placed more value on demonstration teaching by the principal than teachers but less, as a whole, than superintendents. Teachers were very enthusiastic about the value accrued from consultant performed demonstration lessons and felt that they were helped a great deal by intra-school and inter-school visits arranged for them by the principal.

Inter-Group Conflict: Miscellaneous

Table X, shows that Item 55 which suggests that a principal should arrange for and encourage his teachers to continue their studies caused minor (fourth degree) conflicts between all groups. Superintendents were almost unanimous (96 per cent) in their agreement. Eighty-six per cent of the teachers thought this was desirable. A lesser percentage (76 per cent) of principals agreed with this procedure. A number of the administrators commented that they thought it would be quite in order to encourage their staff members to continue their studies but objected to the suggestion that they should be responsible for making the necessary arrangements.

A fourth degree conflict was noted between teachers and principals in their response to Item 58 which suggested that a principal should keep abreast of research and school developments and interpret them to his staff.

TABLE X

SECTIONAL CATEGORY: MISCELLANEOUS ITEMS
SHOWING INTER-GROUP CONFLICTS

Questionnaire Item:		55	58	60	61
Teacher-Principal Conflict	Per cent of teachers agreeing	86	89	17	7
	Per cent of principals agreeing	76	97	36	42
	Percentage difference	10	8	19	35
	Degree of conflict	4	4	4	2
Questionnaire Item:		55		60	61
Teacher-Superin- tendent Conflict	Per cent of teachers agreeing	86		17	7
	Per cent of superin- tendents agreeing	96		50	33
	Percentage difference	10		33	26
	Degree of conflict	4		3	3
Questionnaire Item:		55			
Principal-Super- intendent Conflict	Per cent of principals agreeing	76			
	Per cent of superin- tendents agreeing	96			
	Percentage difference	20			
	Degree of conflict	4			

Principals agreed almost unanimously (97 per cent) whereas 89 per cent of the teachers were in agreement with this practice. A number of teachers commented that the principal was too busy and should not be expected to perform this service. Disagreement with this item may have been due to a feeling of undue imposition on the principal's time rather than an evaluation of the technique in terms of helpfulness.

The two items which dealt with parental complaints (Items 60 and 61) were sources of conflict between both levels of administration and teachers. The statement that a principal need not inform a teacher against whom there has been a parental complaint if he, the principal, has satisfied the parent who made the complaint, gained support from only 17 per cent of the teacher respondents as compared to 36 per cent of the principals and 50 per cent of the superintendents. These percentage differences constituted fourth and third degree conflicts, respectively. Apparently teachers generally prefer to be informed of any complaints made about them to a principal.

Again, a larger percentage of superintendents (33 per cent) and principals (42 per cent) agreed that teachers should expect principals to deal with all parental complaints before they reach the teachers (Item 61). Only 7 per cent of the teachers agreed with this procedure.

It is difficult to determine whether the teachers responded to this item in terms of the status quo or in terms of their evaluation of the technique.

Summary

The summary of inter-group conflicts in Table XI, page 82, shows that there were thirty-one areas of statistically significant conflict between teachers and superintendents and almost the same number of conflicts (30) between teachers and principals. This suggests that there are significant differences 50 per cent of the time between the two levels of administration and teachers in their expectations for the supervisory behavior of the elementary school principal.

Principals and superintendents are much more in agreement as to the techniques the principal might use in helping his teachers improve their instruction. There was significant difference of opinion on only eight out of the sixty-one techniques suggested.

II. INTRA-GROUP CONFLICTS

Using the method of analysis employed by Cheal as described in Chapter IV, those items which did not reveal significant conflict within groups were eliminated. Those items to which response revealed significant conflict within one or more alter groups are shown in Appendix I.

TABLE XI

SUMMARY OF INTER-GROUP CONFLICTS
(QUESTIONNAIRE: PART I)

Sectional Headings	Teacher-Principal Conflicts				Total Conflicts	Teacher-Superintendent Conflicts				Total Conflicts	Principal-Superintendent Conflicts				Total Conflicts
	1st degree conflict	2nd degree conflict	3rd degree conflict	4th degree conflict		1st degree conflict	2nd degree conflict	3rd degree conflict	4th degree conflict		1st degree conflict	2nd degree conflict	3rd degree conflict	4th degree conflict	
Classroom Visitation	0	0	1	3	4	1	0	2	3	6	0	0	0	0	0
Individual Conferences	2	0	2	9	13	2	2	3	3	10	1	0	0	3	4
General Staff Meetings	0	0	0	2	2	1	0	4	0	5	0	0	1	0	1
Action Research	0	1	0	4	5	1	0	0	3	4	0	0	0	0	0
Bulletins and Other Aids	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Demonstration Teaching and Scheduled Visitation	0	0	1	1	2	0	1	1	1	3	0	0	0	1	1
Miscellaneous	0	0	1	3	4	0	1	1	1	3	0	0	0	1	1
Total:	2	1	5	22	30	5	4	11	11	31	1	0	1	6	8

Analysis and discussion of intra-group conflicts will be done by sectional categories. Under each category intra-group conflicts amongst teachers, amongst principals and amongst superintendents will be presented, in that order. First, second and third degree conflicts of each alter group will be reported separately, in numerical order. The items to which responses revealed fourth degree (least severe) conflicts will be listed without any elaboration.

Intra-Group Conflicts: Classroom Visitation

Table XII shows that response to eight of the twelve items in the "Classroom Visitation" category revealed significant conflict within one or more alter groups. The table also shows the relative severity of each conflict.

Teachers. Most severe (first degree) conflicts were observed in responses to two items. Forty-six per cent of the teachers felt that if classrooms are to be visited, the principal should plan the purpose of the classroom visit with the teachers (Item 7). Fifty-four per cent of the teachers disagreed with this procedure. Forty-nine per cent of the teachers favoured a principal acknowledging, to the class and the teacher, his appreciation for the opportunity to visit the class (Item 10).

TABLE XII

SECTIONAL CATEGORY: CLASSROOM VISITATION
ITEMS SHOWING INTRA-GROUP CONFLICTS

Questionnaire Item:		1	3	7	8	9	10	11	12
Teachers	Percentage agreeing	73	73	46	64	26	49	56	78
	Percentage disagreeing	27	27	54	36	74	51	44	22
	Severity of conflict*	3	3	1	2	3	1	2	4
Questionnaire Item:		3	7	8	9	10	11		
Principals	Percentage agreeing	48	40	66	24	65	41		
	Percentage disagreeing	52	60	34	76	35	59		
	Severity of conflict*	1	2	3	4	2	2		
Questionnaire Item:		3	7	8				11	
Superin- tendents	Percentage agreeing	23	64	70				58	
	Percentage disagreeing	77	36	30				42	
	Severity of conflict*	4	2	3				2	

*1- most severe conflict

4- least severe conflict

Apparently the principal is faced with two almost equally divided groups of teachers regarding these aspects of classroom visitation. There are those who desire or deem proper, an inspectorial, formal type of visitation while the other group prefer a more co-operative and informal type of supervision.

The two second degree conflicts involved Items 8 and 11. Sixty-four per cent of the teachers agreed that classroom visitations by the principal should be for purposes of co-ordinating the work of all teachers and the school program, generally (Item 8). Some of the respondents who disagreed with this statement commented that visitations should be for purposes of assessment. Teachers were fairly evenly divided (56 per cent - 44 per cent) regarding Item 11 which suggested that following a classroom visitation, a principal should leave a written summary of his observations with the classroom teacher. Those who favoured an informal type of visit tended to disagree with this practice.

Three items registered as third degree conflicts. Seventy-three per cent of the teachers favoured both Items 1 and 3 which state that a principal should visit classes regularly to determine the quality of teaching and that he should visit classrooms frequently, casually. Only 26 per cent agreed with Item 9 which states that, while in the room, the principal should suggest experiments or general

changes in method where he believes it to be necessary.

Item 12, which suggests that a principal should keep a record of all formal classroom visits, was the only fourth degree conflict item in this section.

Principals. Item number 3 which states that a principal should visit classrooms frequently, casually and that this should be sufficient for him to determine what kind of a job is being done, was the one item about which principals were almost equally divided thus constituting a first degree conflict.

A fair percentage of principals (40 per cent) agreed that the purpose of classroom visits should be determined co-operatively with the staff. However the majority (60 per cent) disagreed with this practice thus including it in the second degree conflict list. Traditionally the purpose of classroom visitations was inspection. Some principals apparently feel that this still is so and that the principal is the best judge of the time and specific purpose of his visits.

A large percentage of principals (65 per cent) agreed that a principal should acknowledge, to the teacher and the class, his appreciation for the opportunity to visit the class (Item 10). However, a number of principals stated that this was too formal and too much of an interruption to be carried out on each visit.

Fifty-eight per cent of the principals agreed that written summaries of observations should be left with the teacher concerned after the classroom visit. Some principals commented that in addition to a written comment on each official visit, regardless of how informal, should be recorded with suitable comments in the office files.

Item 8, which suggests that classroom visits by the principal should be for purposes of co-ordinating the work of all teachers and the school instruction program, generally, was the only third degree conflict item. Sixty-six per cent agreed with this statement. The restrictive nature of this statement may have caused some of the principals to register disagreement.

One statement, which suggests that the principal should suggest experiments or general changes in method while in the room (Item 9), revealed least severe conflict (fourth degree) amongst the principals.

Superintendents. There were no items in this section which revealed first degree conflicts.

Responses to two items fell into the second degree conflict category. The majority (64 per cent) agreed that the purpose of classroom visits should be planned co-operatively by the principal and his staff (Item 7). Fifty-eight per cent of the superintendents agreed that a principal should leave a written summary of his observations,

while visiting, with the classroom teacher (Item 11).

Seventy per cent of the superintendents agreed that classroom visitation by the principal should be for purposes of co-ordination (Item 8). This constitutes a third degree conflict amongst superintendents as it did amongst principals.

Only Item 3 which suggests that a principal visit classrooms frequently, casually, rated as a fourth degree conflict.

Intra-Group Conflicts: Individual Conferences

Out of the twenty items in this section responses to nine items revealed significant conflict between one or more alter groups. Table XIII shows that there was considerably more disagreement amongst teachers than amongst the other two alter groups.

Teachers. There were no first degree conflicts registered amongst teachers in this section.

Five items under the heading "Individual Conferences" rated second degree conflicts. Although in the minority, a significant percentage (41 per cent), of teachers disagreed with the statement that principals should allow teachers to work out their classroom problems by themselves (Item 21). Item 23 which deals with teachers making appointments to see the principals was agreed to by 61 per cent of the respondents.

TABLE XIII

SECTIONAL CATEGORY: INDIVIDUAL CONFERENCES
ITEMS SHOWING INTRA-GROUP CONFLICTS

Questionnaire Item:		17	21	23	24	26	27	28	29	32
Teachers	Percentage agreeing	72	59	61	61	78	71	63	62	23
	Percentage disagreeing	28	41	39	39	22	29	37	38	77
	Severity of conflict*	3	2	2	2	4	3	2	2	4
	Questionnaire Item:	19	21	23						32
Principals	Percentage agreeing	20	50	43						35
	Percentage disagreeing	80	50	57						65
	Severity of conflict*	4	1	2						2
	Questionnaire Item:	19	21	23						32
Superintendents	Percentage agreeing	74	48	52						54
	Percentage disagreeing	26	52	48						46
	Severity of conflict*	3	1	1						1
	Questionnaire Item:	19	21	23						32

*1 - most severe conflict

4 - least severe conflict

Although approximately 62 per cent of the teachers as a whole favoured pre-school conferences (Item 24), subject (Item 28) and division level conferences (Item 29), teachers from the smaller schools saw little or no value in these requirements. Nevertheless comments by these teachers indicated that subject and division level conferences, although not practical in their particular school, would be most useful. Several suggested that the principal might assist them by arranging such conferences in co-operation with neighbouring schools.

Item 17 which suggests that principals should confer with teachers following a demonstration lesson or directed visitation and Item 27 which states that principals should arrange grade level conferences showed 72 per cent and 71 per cent agreement respectively. These constitute third degree conflicts.

Fourth degree conflicts were noted in responses to the following two items:

Item 26 - A principal should arrange follow-up meetings to discuss observed demonstration lessons.

Item 32 - A principal should not feel obligated to consult all teachers on school matters if he can gain a general impression of their views by consulting only a few teachers.

Principals. Fifty per cent of the principals agreed that principals should allow teachers to work out their classroom problems by themselves. This division of opinion regarding Item 21 was the single first degree conflict.

There was also noteworthy conflict in the matter of requiring teachers to make appointments to see the principal. The attitude towards the "open door" policy became evident in the responses to this item. A few principals commented that a principal should be available any time throughout the school day. Others felt that, since they had so much to do and since their time was limited, certain periods or time of the day should be set aside for teacher requests, conferences, etc. They went on to say that appointments would make more efficient use of this time. Some respondents commented that the necessity of an appointment schedule would depend on the size of the staff and/or on the amount of time that the principal had free from teaching.

Another second degree conflict item was number 32. Only 35 per cent of the principals agreed that all teachers need not be consulted on school matters if a general impression of their view could be obtained by consulting a few. The majority indicated that all teachers should be given an opportunity to express their views on school matters.

There were no third degree conflicts noted. The statement that a principal should counsel teachers on personal as well as professional matters (Item 19) had twenty per cent of the principals agreeing thus constituting a fourth degree conflict.

Superintendents. Out of the four items in this section about which superintendents disagreed significantly, three items elicited most severe disagreement (first degree conflict).

Forty-eight per cent of the superintendents agreed that principals should allow teachers to work out their classroom problems by themselves (Item 21). Some of the superintendents who disagreed with this view intimated that the principal who presumably has more experience and training than the teacher should step in before too much trial and error goes on, for the sake of the child's education.

Superintendents were almost evenly divided regarding Item 23. A slight majority (52 per cent) favoured appointments for teachers to see their principals.

Fifty-four per cent of the responding superintendents agreed that principals need not consult all teachers on school matters if a general impression regarding the matter can be obtained by consulting a few of the teachers. In comparison 35 per cent of the principals agreed with this statement and only 22 per cent of the teachers were in agreement.

A third degree conflict was noted in the responses to Item 19 which suggested that principals should counsel teachers on personal as well as professional matters. Seventy-four per cent of the superintendents agreed with this practice. This compares with 20 per cent agreement by the principals and 87 per cent agreement amongst teachers.

No second or fourth degree conflicts among superintendents were noted in this section.

Intra-Group Conflicts: General Staff Meetings

All five items in this section were sources of significant conflict. Superintendents disagreed on fewer items than the other two alter groups but their disagreements were more severe (see Table XIV).

Teachers. Fifty-six per cent of the teachers agreed that staff meetings should be planned co-operatively with the staff (Item 34). Some of the comments by those who disagreed indicated very definitely that the staff meeting was the principal's meeting and thus his to do with as he chose. Forty-two per cent of the teachers agreed that a principal should encourage social meetings. There was no real indication as to what prompted teachers to respond to this item (36) as they did although there was a tendency for a higher percentage of teachers in the larger centres to disagree. Items 34 and 36 constituted second degree

TABLE XIV

SECTIONAL CATEGORY: GENERAL STAFF MEETINGS
ITEMS SHOWING INTRA-GROUP CONFLICTS

Questionnaire Item:		34	35	36	37
Teachers	Percentage agreeing	57	69	42	20
	Percentage disagreeing	43	31	58	80
	Severity of conflict*	2	3	2	4
Questionnaire Item:		33	34	36	37
Principals	Percentage agreeing	75	69	62	28
	Percentage disagreeing	25	31	38	72
	Severity of conflict*	3	3	2	3
Questionnaire Item:		33			37
Superin- tendents	Percentage agreeing	52			50
	Percentage disagreeing	48			50
	Severity of conflict*	1			1

*1 - most severe conflict

4 - least severe conflict

conflicts. There were no first degree conflicts among teachers in this section.

Sixty-nine per cent (third degree conflict) of the teachers thought that Item 35 which states that setting up of staff agenda committees to select for discussion problems that are commonly accepted as worthy would help to make the staff meetings more useful to the teachers. Thirty-one per cent of the teachers saw this as an unnecessary procedure.

The statement that a principal should call regular staff meetings even though he may not have anything of importance to discuss with the staff (Item 37) showed disagreement amongst teachers rating as a fourth degree conflict.

Principals. There was no first degree conflict item, amongst principals, in this section.

A second degree conflict was noted in the response to the suggestion that principals encourage social meetings (Item 36). Sixty-two per cent agreed that he should. Some principals commented rather strongly that they were far too busy helping teachers improve their instruction in other ways to become involved in this kind of assistance.

Three of the items under general staff meetings revealed third degree conflicts. Seventy-five per cent of the principals agreed that meetings should be planned and

directed by the principal (Item 33). Sixty-nine per cent also agreed that such staff meetings should be planned co-operatively with the staff (Item 34). Sixty-two per cent of the principals felt staff meetings should be held regularly (Item 37).

No fourth degree conflicts amongst principals were recorded.

Superintendents. Responses to two items in this section revealed significant conflicts amongst superintendents. Both were first degree conflicts.

The two words "planned" and "directed", in the statement which suggested that staff meetings should be planned and directed by the principal, may have created some confusion in the thinking of the respondents. Fifty-two per cent agreed with this item. However a number of superintendents commented that the principal should direct but not necessarily plan the staff meeting.

Fifty per cent of the superintendents agreed that regular staff meetings should be held regardless of whether or not the principal has something of importance to discuss with the staff (Item 37). Again, the high degree of conflict regarding this item could be due to interpretation. Staff meetings are not only for the purpose of giving the principal an opportunity to communicate to his staff collectively. The staff meeting is a two way communication

system. Thus, even though the principal may not have anything of importance to discuss with his staff, the staff members may wish to discuss matters which they feel are important.

Intra-Group Conflicts: Action Research, Bulletins, Etc.

The two sections "Action Research" and "Bulletins and Other Aids" have been combined for the purpose of analysis and discussion since only one item in each section registered significant conflict. Table XV shows the conflict items and the intensity of these conflicts.

Teachers. One fourth degree conflict was noted amongst teachers in these sections. Eighty per cent of the teachers agreed that a principal should select, distribute and promote professional books, magazine articles and research findings (Item 48).

Principals. One conflict amongst principals, a first degree conflict, was revealed in responses to Item 44. This item states that a principal should permit teachers to adapt courses to the needs of their classes in whatever way they might see fit. Many principals were quite prepared to have teachers take part in action research but wished to control it quite carefully. It is quite remarkable to note that the larger percentage (52 per cent) agreed with the statement thereby indicating that they were fairly confident

TABLE XV

SECTIONAL CATEGORIES: ACTION RESEARCH,
BULLETINS, ETC. ITEMS SHOWING INTRA-
GROUP CONFLICTS

Questionnaire Item:		48
Teachers	Percentage agreeing	80
	Percentage disagreeing	20
	Severity of conflict*	4
Questionnaire Item:		44
Principals	Percentage agreeing	52
	Percentage disagreeing	48
	Severity of conflict*	1
Questionnaire Item:		44
Superin- tendents	Percentage agreeing	32
	Percentage disagreeing	68
	Severity of conflict*	3

*1 - most severe conflict

4 - least severe conflict

that their teachers would not take unfair advantage of such freedom.

Superintendents. Item 44 was a source of conflict amongst superintendents as well as amongst principals. However the conflict, a third degree conflict, was not as severe as amongst principals. Only 32 per cent of the superintendents were in favour of this procedure. A large percentage of teachers (88 per cent) favoured such a situation. Principals fall between the other two groups in their degree of agreement (52 per cent). Here the principal stands midway between two alter groups with whom he must work. In order to function effectively their perception of him must fall into an acceptable "zone of freedom". Therefore his task is to bring the two groups into a closer, more unanimous understanding of the situation.

Intra-Group Conflicts: Demonstration Teaching, Etc.

Four out of the five items in this section were sources of conflict between one or more alter groups. The superintendents showed the least conflict within their ranks (see Table XVI).

Teachers. Forty-six per cent of the teacher respondents agreed that a principal should teach demonstration lessons (Item 50). A higher percentage (54 per cent) supported the idea of a principal arranging for demonstration

TABLE XVI

SECTIONAL CATEGORY: DEMONSTRATION TEACHING, ETC.
ITEMS SHOWING INTRA-GROUPS CONFLICTS

Questionnaire Item:		50	51	53	54
Teachers	Percentage agreeing	46	54	64	70
	Percentage disagreeing	54	46	36	30
	Severity of conflict*	1	1	2	3
Questionnaire Item:		50	51	53	
Principals	Percentage agreeing	72	65	70	
	Percentage disagreeing	28	35	30	
	Severity of conflict*	3	2	3	
Questionnaire Item:				53	
Superintendents	Percentage agreeing			71	
	Percentage disagreeing			29	
	Severity of conflict*			3	

*1 - most severe conflict

4 - least severe conflict

lessons to be taught by superior teachers from within the school (Item 51). These two items constituted first degree conflicts. A comparatively higher percentage of teachers with limited experience agreed that these techniques were desirable.

A second degree conflict was noted in responses to Item 53. Sixty per cent of the teachers agreed that principals should arrange to have teachers visit other classrooms at least once a year. Thirty-four per cent of the teachers disagreed with this practice.

Item 54 which suggests that a principal should arrange for intra-school and inter-school visitation met with the approval of 70 per cent of the teachers. Thirty per cent disagreed thus revealing a third degree conflict.

A fairly consistent percentage of teachers feel that they are competent to look after their own problems. The responses to the four items just discussed seem to substantiate this attitude which was also observed in the responses of teachers to the items included in the "Class-room Visitation" section.

Principals. There was less division amongst principals than amongst teachers regarding Item 51 which suggests that a principal should arrange for demonstration lessons to be taught by superior teachers from within the school. However the difference in opinion did constitute

a second degree conflict. Apparently principals have a little more confidence in their teachers than do the teachers themselves; principals felt that members of the staff could well learn from one another. A few principals commented that teachers exchange useful ideas amongst themselves without formal arrangement of intra-school demonstration lessons by teachers.

Response to Items 50 and 53 revealed third degree conflicts. Seventy-two per cent of the principals agreed that demonstration lessons taught by themselves would be of help to the teacher (Item 50). In comparison, only 46 per cent of the teachers thought this a helpful technique.

The majority of principals (70 per cent) agreed that principals should arrange to have teachers visit other classrooms at least once a year (Item 53). Some principals commented that it was not practical in their situation.

Superintendents. Only one item in this section revealed conflict. Item 53 which was a third degree conflict amongst principals was also a third degree conflict amongst superintendents. Seventy-one per cent of the superintendents agreed that a principal should arrange intra-school or inter-school visits for his teachers at least once a year.

Intra-Group Conflicts: Miscellaneous

Three out of the seven items in this section were sources of significant conflict within one or more alter groups. Table XVII, page 103, shows the severity of these conflicts.

Teachers. A number of teachers commented very strongly that they considered attempts on the part of the principal to encourage and arrange further studies for them, as interference. However sixty-two per cent, which constitutes a second degree conflict, agreed that principals should arrange for and encourage his teachers to continue their studies (Item 60).

Principals. Although a second degree conflict was recorded in response to the item which stated that a principal need not inform a teacher against whom there has been a parental complaint, it is significant to note that the largest percentage (64 per cent) felt teachers should know when parents complain about them.

Item 55, which states that a principal should arrange for and encourage his teachers to continue their studies, constituted a fourth degree conflict amongst principals.

Superintendents. Responses to Item 60 showed that superintendents were evenly divided (first degree conflict) regarding the matter of reporting parental complaints to

TABLE XVII

SECTIONAL CATEGORY: MISCELLANEOUS ITEMS
SHOWING INTRA-GROUP CONFLICTS

Teachers	Questionnaire Item:	55	
	Percentage agreeing	62	
	Percentage disagreeing	38	
	Severity of conflict*	2	
Principals	Questionnaire Item:	55	60
	Percentage agreeing	76	36
	Percentage disagreeing	24	64
	Severity of conflict*	4	2
Superintendents	Questionnaire Item:	60	61
	Percentage agreeing	50	25
	Percentage disagreeing	50	75
	Severity of conflict*	1	3

*1 - most severe conflict

4 - least severe conflict

the teacher concerned. One superintendent commented that the principal must decide which are legitimate complaints and these should then be discussed with the teacher.

Response to Item 61 revealed conflict of the third degree order. Only 25 per cent of the superintendents agreed that teachers should expect principals to deal with all parental complaints before they reach the teachers.

Summary

The response to the sixty-one items included in Part I of the questionnaire indicated that there was significant conflict on 44 per cent of these items amongst teachers. Responses to 80 per cent of the items under "General Staff Meetings" and "Demonstration Teaching and Scheduled Visitation" revealed significant conflict. Sixty-seven per cent of the items included in the "Classroom Visitation" section were also significantly contentious (see Table XVIII).

Principals in their responses showed that there was significant conflict within their group on 33 per cent of the items. Approximately 11.5 per cent of the items were unanimously agreed upon. As in the teacher group sections "Classroom Visitation", "Demonstration Lessons", and "General Staff Meetings" contained the highest percentage of conflicts.

Although responses to the sixty-one items by the superintendents revealed significant conflict on only 23 per

TABLE XVIII

NUMBER AND PER CENT OF ITEMS IN EACH SECTIONAL
CATEGORY REVEALING SIGNIFICANT CONFLICTS
WITHIN GROUPS

Sectional Categories	No. of Items	Number and Percentage of Items Revealing Conflict		
		Teachers	Principals	Superin- tendents
Classroom Visitation	12	8 (67 per cent)	6 (50 per cent)	4 (33 per cent)
Individual Conferences	20	9 (45 per cent)	4 (44 per cent)	4 (44 per cent)
General Staff Meetings	5	4 (80 per cent)	4 (80 per cent)	2 (40 per cent)
Action Research	7	0 (0 per cent)	1 (14 per cent)	1 (14 per cent)
Bulletins and Other Aids	5	1 (20 per cent)	0 (0 per cent)	0 (0 per cent)
Demonstration Teaching and Scheduled Visitation	5	4 (80 per cent)	3 (60 per cent)	1 (20 per cent)
Miscellaneous	7	1 (14 per cent)	2 (29 per cent)	2 (29 per cent)
Total	61	27 (44 per cent)	20 (33 per cent)	14 (23 per cent)

TABLE 1

ANNUAL AVERAGE OF THE NUMBER OF PERSONS
RECEIVING MEDICAL ASSISTANCE
IN THE DISTRICT OF COLUMBIA

Year	Total	By Sex and Race		
		White	Colored	Chinese
1900	1,000	500	400	100
1901	1,100	550	450	100
1902	1,200	600	500	100
1903	1,300	650	550	100
1904	1,400	700	600	100
1905	1,500	750	650	100
1906	1,600	800	700	100
1907	1,700	850	750	100
1908	1,800	900	800	100
1909	1,900	950	850	100
1910	2,000	1,000	900	100
1911	2,100	1,050	950	100
1912	2,200	1,100	1,000	100
1913	2,300	1,150	1,050	100
1914	2,400	1,200	1,100	100
1915	2,500	1,250	1,150	100
1916	2,600	1,300	1,200	100
1917	2,700	1,350	1,250	100
1918	2,800	1,400	1,300	100
1919	2,900	1,450	1,350	100
1920	3,000	1,500	1,400	100

cent of these items it is interesting to note that they disagreed severely (first degree conflict) on more items than either teachers or principals. On the other hand they were unanimous in response to 39 per cent of the items as compared to unanimity on 11.5 per cent of the items by the principals and none by the teachers.

Table XIX summarizes the number of conflicts within each alter group and shows the severity of conflict within each group.

TABLE XIX
SUMMARY OF INTRA-GROUP CONFLICTS

Alter Group	DEGREES OF CONFLICT				Total
	First (most severe)	Second	Third	Fourth (least severe)	
Teachers	4	11	7	5	27 (44 per cent)
Principals	3	8	6	3	20 (33 per cent)
Superin- tendents	6	2	5	1	14 (23 per cent)
Total	13	21	18	9	61

A comparison of the inter-group and intra-group conflicts points to a few interesting similarities. The sectional categories dealing with classroom visitation, conferences, staff meetings and demonstration teaching contained the greatest number of conflicts both between and within the three alter groups. These categories have traditionally been accepted as being the most useful means of assisting teachers to improve their instruction. The difference of opinion regarding these techniques seems to point to the fact that as teachers become better trained, there is a perceptible shift from a passive attitude on the part of the teachers regarding their own improvement to a more active, co-operative, and initiative approach. Writers have for some time advocated the superiority of this approach;¹ however, the realization of this theory into practice is just beginning.

The section dealing with bulletins and other aids revealed the lowest percentage of conflicts between groups and the second lowest within groups.

¹A. S. Barr, William H. Burton and Leo J. Brueckner, Supervision (Appleton-Century-Crofts, Inc., New York, 1947), p. 12.

CHAPTER VI

FINDINGS - PART II

In the second part of the questionnaire respondents were asked to rank eight supervisory practices according to their estimated value in helping the teacher improve his instruction.

I. INTER-GROUP CONFLICTS

A median test was used to determine whether any significant difference in ranking occurred between groups.

Table XX summarizes the results obtained by applying the median test to the responses made by the three alter groups. It is interesting to note that principals and superintendents were in comparatively close agreement as to the relative value of the suggested supervisory practices. They disagreed significantly on only one of the items. Responses to the first part of the questionnaire also showed that agreement between principals and superintendents was notably higher than between the other alter groups.

There was a significant difference of opinion between teachers and principals, and between teachers and superintendents on 62.5 per cent of the items. This compares with a significant difference of opinion between the same groups on 50 per cent of the items in part one of the questionnaire.

TABLE XX

RESULTS OF MEDIAN TEST ON RANKING OF SUPERVISORY PRACTICES BY RESPONDENTS

Items	Teachers- Principals	Teachers- Superin- tendents	Principals- Superin- tendents
Demonstration Lessons	Significant Difference	No Significant Difference	No Significant Difference
Promote Individual Conferences	Significant Difference	Significant Difference	No Significant Difference
General Staff Meetings	No Significant Difference	Significant Difference	No Significant Difference
Classroom Visitation	Significant Difference	Significant Difference	No Significant Difference
Inter- and Intra- School Visitation	No Significant Difference	No Significant Difference	No Significant Difference
Encourage and Support Staff Projects	No Significant Difference	Significant Difference	Significant Difference
Arrange Group Conferences	Significant Difference	No Significant Difference	No Significant Difference
Make Available Professional Literature, etc.	Significant Difference	Significant Difference	No Significant Difference
Total*	5	5	1

* - Total number of items which revealed significant differences in ranking between alter groups.

Principals and Superintendents

There was a significant difference in ranking between principals and superintendents on only one out of the eight supervisory practices listed. The item, encouraging and supporting staff projects, was rated consistently lower by superintendents than by principals. The response to this item seems to suggest that principals believe teachers will be helped significantly by encouragement and guidance by the principal towards an attitude of participation in planning and research.

Superintendents and Teachers

A much higher percentage of teachers (46 per cent) rated the item, making available professional literature, bulletins and instructional aids, above the combined median than did superintendents (14 per cent). Teachers considered this technique as fourth most helpful whereas superintendents rated this as seventh of the eight items.

The response to the value of classroom visitations seems to be in line with the findings of Harmes,¹ Dan Cappa and Van Meter,² and Hyrnyk.³ Superintendents and

¹H. M. Harmes, "Improving Teaching Through Supervision: How Is It Working?" Educational Administration and Supervision, 45: 169-72, May, 1959.

²Dan Cappa and Margaret Van Meter, "Opinion of Teachers Concerning the Most Helpful Supervisory Procedures," Educational Administration and Supervision, Vol. 43, No. 8, March, 1957.

³Nick L. Hyrnyk, "Supervisory Needs: West Jasper Place Public Schools," (unpublished Master's thesis, University of Alberta, Edmonton, Alberta, 1963).

principals both placed a comparatively higher value on this technique than did the teachers who, although they ranked this item in the top half of the list of techniques, considered a number of other techniques more helpful.

Teachers and principals were agreed as to the relative value of having the principal encourage and support staff projects. This was the one item on which the principals and superintendents differed significantly. A much larger percentage of principals and teachers considered this technique valuable than did superintendents.

Superintendents, on the average, ranked the promotion of individual conferences higher than did the teachers. Comments by the teachers indicated two possible reasons why they ranked this technique lower than the superintendents and the principals. Many teachers felt that they were professionally capable of evaluating their visitation to other classrooms and observance of demonstration lessons. Thus individual conferences with the principal following such practices were of minor value to them. Teachers also felt that principals could better assist them by arranging more suitable opportunities for this kind of professional growth.

A larger percentage of teachers (43 per cent) ranked general staff meetings above the median than did superintendents (24 per cent). This could be an indication that

principals are making an effort to make the staff meeting more of a professional in-service session and less a routine, announcement type of meeting.

Principals and Teachers

Teachers and principals differed most significantly in their comparative evaluation of classroom visitation and the promotion of individual conferences. Apparently, principals place a higher value on individual conferences with teachers than do the teachers themselves.

On the average, teachers ranked demonstration lessons as a most useful device in assisting them to improve their instruction. Principals and superintendents ranked this technique as third in value. There is a possible explanation for this difference. In responding to this item, teachers may have viewed it on a more theoretical basis. The administrators, on the other hand, may have looked at this practice in its financial and time consuming context. Practically, then administrators may have ranked other supervisory techniques more valuable to the teachers than the one in question. It is interesting to note that whereas in this study teachers ranked demonstration teaching as most desirable (see Table XXI), Hyrnyk's study⁴ showed teachers ranking this technique among the least desired techniques.

⁴Ibid., p. 64.

TABLE XXI

RANK OF ITEMS BY ALTER GROUPS

Item	Teachers	Principals	Superin- tendents
Demonstration Lessons	1	3	3
Promote Individual Conferences	3	2	2
General Staff Meetings	6	8	6
Classroom Visitation	2	1	1
Inter- and Intra- School Visitation	8	4	5
Arrange Group Conferences	7	6	8
Encourage and Support Staff Projects	5	5	4
Make Available Professional Literature, etc.	4	7	7

Teachers ranked the arranging of group conferences and the making available of professional literature, etc. higher than did principals. Here again it is quite possible that the teachers viewed the listed techniques ideally. The principal, having in mind the practical problems of time involved, ranked less time consuming techniques higher. This would, however, only partly account for the significant difference in the ranking of this item. As the idea of the principal as a supervisor of instruction becomes more prevalent, more opportunities are being given to him to assist his teachers. Teachers therefore feel that principals now generally have more time to keep abreast of current research and literature. Thus they believe that the principal can greatly assist them by issuing summaries of research findings, lists of current literature and perhaps even give some interpretive assistance.

II. INTRA-GROUP CONFLICTS

Kendall's Coefficient of Concordance "W" was used to determine whether the ranks attributed to the eight supervisory techniques by the members of each group showed a significant degree of difference within the groups. Kendall's "W" provides a useful descriptive measure of agreement among judges. If the measure "W" is equal to "1", then the agreement among the groups would be perfect. A measure of "W"

equal to "0" would indicate that there is no relationship between the rankings of the members of that particular group. In order to determine whether or not the calculated "W's" in this study were significant a chi square test was employed.

After applying the statistical test described above to the responses in part II of the questionnaire, it was evident that there was considerable disagreement within the three groups as to the relative value of the supervisory techniques listed (see Table XXII).

III. SUMMARY

Probably the main value of this part of the instrument was that the results would appear to substantiate, summarily, the responses to the first part of the instrument. As was noted in part I of the questionnaire the highest degree of disagreement regarding the expectations held for the supervisory behavior of the elementary school principal, seemed to be amongst the teachers. As many teachers become more professionally trained it is conceivable that less guidance and direction for these teachers will be needed. This then creates a still wider range of expectations for the principal's supervisory role which presents him with an additional challenge.

The superintendents, although showing considerable

TABLE XXII

 DEGREE OF AGREEMENT WITHIN GROUPS
 (QUESTIONNAIRE: PART II)

Group	Kendall's Coefficient of Concordance "W"*	Value of Chi Square**	Conclusion
Teachers	.09	317.52	Significant***
Principals	.26	109.20	Significant***
Superin- tendents	.38	77.14	Significant***

* - When the coefficient of concordance "W" equals "1", then the ranks assigned by each respondent are exactly the same as those assigned by the other respondent. When there is maximum disagreement, "W" equals "0". Formula used to solve for "W" is:

$$W = \frac{12S}{m^2 (N^3 - N)}$$

S - sum of the squares of the deviations from the mean.

m - number of respondents.

N - total number of items ranked.

** - To test the significance of "W" a chi square test involving the formula $X^2 = m(N - 1)W$, is used.

*** - A score of 20.28 is significant at the .005 level.

disagreement, appear to be in more agreement than the other two groups. Principals find themselves somewhere in between the other two groups.

CHAPTER VII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter includes a restatement of the problem, a review of the findings and some conclusions and recommendations.

I. THE PROBLEM

The hypothesis of this thesis was that, with respect to that aspect of supervisory behavior which brings the principal into close contact with his staff, expectations of his alter groups are, in many instances, incongruent. It was hypothesized that not only was there considerable disagreement between these groups but also within each alter group regarding the type of supervisory behavior which the elementary school principal might use to help his teachers improve their instruction.

The related literature attempted to show that expectations for the roles of various supervisory personnel have been found to be incongruent. Further studies were reviewed which indicated that a principal becomes more effective in his school according to the degree to which he can resolve conflicting expectations between and within alter groups regarding his supervisory behavior. This pointed out a need for attempting to determine the present

expectations held for the supervisory behavior of the elementary school principal.

A questionnaire containing sixty-one supervisory items was prepared for distribution to randomly selected elementary school principals and teachers, and district superintendents. These items consisted of statements which suggested certain practices in which a principal might engage to help his teachers improve their instruction.

The respondents were asked to indicate their view of the sixty-one items in Part I of the instrument by checking one of the five response categories: strongly agree, agree, undecided, disagree and strongly disagree. Part II of the questionnaire required respondents to rank eight general supervisory techniques in order of significance in reference to their helpfulness to the teacher.

Two statistical tests were used, in the analysis of responses to Part I of the questionnaire, to determine to what extent there was disagreement between and within the alter groups concerned in this study. A chi square test of independence was used to determine to what extent disagreement existed between alter groups.

A four part descriptive scale was used to determine the degree of disagreement within the three alter groups.

In the analysis of responses to Part II of the questionnaire, a median test was used to find out to what

extent disagreement existed between the alter groups. A coefficient of concordance test was used to determine the extent of disagreement within groups.

In all of the statistical tests used, the .05 per cent level of confidence was accepted as indicating that the degree of conflict was high enough to be considered significant.

II. REVIEW OF FINDINGS

This section will review findings related to the problems and sub-problems as posed in Chapter I.

Conflict Between Groups

As indicated in Chapter V agreement between principals and superintendents was notably higher than between teachers and either supervisory group. Teachers differed significantly with principals on approximately 50 per cent of the items. The percentage of items revealing significant difference between teachers and superintendents was almost the same. Principals and superintendents differed significantly on only eight out of the sixty-one items.

Teachers and Superintendents. Following are the ten items about which these two alter groups differed most widely:

- (1) A principal should visit classrooms frequently, casually.

- (2) A principal should acknowledge, to the teacher and the class, his appreciation for the opportunity to visit the class.
- (3) A principal should counsel teachers on personal as well as professional matters.
- (4) A principal should arrange grade level conferences.
- (5) A principal should arrange subject level conferences.
- (6) A principal should arrange division level conferences.
- (7) A principal should not feel obligated to consult all teachers on school matters if he can gain a general impression of the views of the staff by consulting only a few teachers.
- (8) A principal should encourage social meetings.
- (9) A principal should call regular staff meetings even though he may not have anything of importance to discuss.
- (10) A principal should permit teachers to adapt courses to the needs of their classes in whatever way they see fit.

Teachers and Principals. Principals and teachers differed significantly on 49 per cent of the items. The ten items indicating the highest degree of disagreement were:

- (1) A principal should visit classrooms frequently, casually.
- (2) A principal should confer with a teacher following a demonstration lesson or directed visitation to another room within the school or to another school.
- (3) A principal should counsel teachers on personal as well as professional matters.
- (4) A principal should not do anything to help a teacher who is having difficulties until the teacher comes to him for help.

- (5) A principal should arrange follow-up meetings to discuss observed demonstration lessons.
- (6) A principal should not feel obligated to consult all teachers on school matters if he can gain a general impression of the views of the staff by consulting only a few teachers.
- (7) A principal should permit teachers to adapt courses to the needs of their classes in whatever way they see fit.
- (8) A principal should teach demonstration lessons.
- (9) A principal should arrange for and encourage his teachers to continue their studies.
- (10) Teachers should expect principals to deal with all parental complaints before they reach the teachers.

Superintendents and Principals. Response to eight items (14 per cent) by these two groups indicated significant differences:

- (1) While in the room, the principal should suggest experiments or general changes in method, where he believes it to be necessary.
- (2) A principal should counsel teachers on personal as well as professional matters.
- (3) A principal should arrange subject level conferences.
- (4) A principal should not feel obligated to consult all teachers on school matters if he can gain a general impression on the views of the staff by consulting only a few of them.
- (5) A principal should encourage social meetings.
- (6) A principal should select, distribute and promote professional books, magazine articles and research findings.
- (7) A principal should arrange for demonstration lessons to be taught by superior teachers from within the school.

- (8) A principal should arrange for and encourage his teachers to continue their studies.

Summary. Groups varied significantly in their expectations for the supervisory behavior of the elementary school principal on thirty-nine of the sixty-one statements. Twenty (50 per cent) of these thirty-nine contentious items revealed significant conflict between two sets of alter groups. The five (13 per cent) practices which revealed significant differences between all three groups were:

- (1) A principal should counsel teachers on personal as well as professional matters.
- (2) A principal should arrange subject level conferences.
- (3) A principal should not feel obligated to consult all teachers on school matters if he can gain a general impression of the view of the staff by consulting only a few teachers.
- (4) A principal should encourage social meetings (to help promote group cohesion).
- (5) A principal should arrange for and encourage his teachers to continue their studies.

The categories in which there was the highest percentage of disagreement between the alter groups were "Demonstration Teaching and Scheduled Visitation", "Action Research" and "Individual Conferences". The categories in which there was the lowest percentage of disagreement were "Bulletins and Other Aids" and "Miscellaneous".

Conclusions. There are significant differences between

all three alter groups in their expectations for the supervisory behavior of the elementary school principal as indicated by the responses to the items on the instrument. Thus the general hypothesis which states that the expectations held for the supervisory behavior of the elementary school principal does not differ significantly between alter groups must be rejected.

Conflict Within Groups

Analysis of the opinions expressed by the respondents shows that intra-group conflict was most severe amongst teachers. The least amount of conflict was observed amongst superintendents.

Intra-Group Conflict Amongst Teachers. Response to fifteen items revealed significant (first and second degree) conflict within the teacher group. Response to the following four items revealed first degree conflicts:

- (1) If classroom visits are to be made, the principal should plan the purpose of the classroom visit with the teacher.
- (2) A principal should acknowledge, to the teacher and the class, his appreciation for the opportunity to visit the class.
- (3) A principal should teach demonstration lessons.
- (4) A principal should arrange for demonstration lessons to be taught by superior teachers from within the school.

The following items registered second degree conflicts:

- (1) Classroom visitation by the principal should be for purposes of co-ordinating the work of all teachers and the school instructional program, generally.
- (2) Following a classroom visitation, a principal should leave a written summary of his observations with the classroom teacher.
- (3) A principal should allow teachers to work out their classroom problems by themselves.
- (4) In a fairly large school it is reasonable for a principal to ask teachers to make appointments to see him rather than to come to his office whenever they wish.
- (5) A principal should hold pre-school conferences (before school opens in September) for orientation purposes.
- (6) A principal should arrange grade level conferences.
- (7) A principal should arrange division level conferences.
- (8) Staff meetings should be planned co-operatively.
- (9) A principal should encourage social meetings.
- (10) A principal should arrange to have teachers visit other classrooms at least once a year.
- (11) A principal should arrange for and encourage his teachers to continue their studies.

Intra-Group Conflicts Amongst Principals. First degree conflicts were registered on three items and second degree conflicts on eight items. The following items registered first degree conflicts:

- (1) A principal should visit classrooms frequently, casually.
- (2) A principal should allow teachers to work out their classroom problems by themselves.

- (3) A principal should permit teachers to adapt courses to the needs of their classes in whatever way they see fit.

The following items registered second degree conflicts:

- (1) If classroom visits are to be made, the principal should plan the purpose of the classroom visit with the teachers.
- (2) A principal should acknowledge, to the teacher and the class, his appreciation for the opportunity to visit the class.
- (3) Following a classroom visitation, a principal should leave a written summary of his observations with the classroom teacher.
- (4) In a fairly large school it is reasonable for a principal to ask teachers to make appointments to see him rather than to come to his office whenever they wish.
- (5) A principal should not feel obligated to consult all teachers on school matters if he can gain a general impression of the views of the staff by consulting a few teachers.
- (6) A principal should encourage social meetings.
- (7) A principal should arrange for demonstration lessons to be taught by superior teachers from within the school.
- (8) A principal need not inform a teacher against whom there has been a parental complaint if he has satisfied the parent who made the complaint.

Intra-Group Conflicts Amongst Superintendents. Superintendents, although agreeing on the majority of items were almost evenly divided on at least six important items:

- (1) A principal should allow teachers to work out their classroom problems by themselves.
- (2) In a fairly large school it is reasonable for a principal to ask teachers to make appointments to see him rather than to come to his office whenever they wish.

- (3) A principal should not feel obligated to consult all teachers on school matters if he can gain a general impression of the views of the staff by consulting a few teachers.
- (4) Staff meetings should be planned and directed by the principal.
- (5) A principal should call regular staff meetings even though he may not have anything of importance to discuss with the staff.
- (6) A principal need not inform a teacher against whom there has been a parental complaint if he has satisfied the parent who made the complaint.

The following items registered second degree conflicts:

- (1) If classroom visits are to be made, the principal should plan the purpose of the classroom visit with the teacher.
- (2) Following a classroom visit, a principal should leave a written summary of his observations with the classroom teacher.

Summary. The categories dealing with "General Staff Meetings", "Demonstration Lessons" and "Classroom Visitations" had the largest percentage of statements producing intra-group conflicts. The categories showing the lowest percentage of intra-group conflict were "Action Research", and "Bulletins and Other Aids".

Thirty-two of the items on the questionnaire revealed conflicts within one or more groups. Eleven (34 per cent) of these contentious items resulted in conflict within two groups. The five statements which showed the most severe conflicts are:

- (1) A principal should acknowledge, to the teacher and the class, his appreciation for the opportunity to visit the class.
- (2) A principal should not feel obligated to consult all teachers on school matters if he can gain a general impression of their views by consulting only a few.
- (3) A principal should encourage social meetings.
- (4) A principal should arrange for demonstration lessons to be taught by superior teachers from within the school.
- (5) A principal need not inform a teacher against whom there has been a parental complaint if he has satisfied the parent who made the complaint.

Nine (28 per cent) of the contentious statements resulted in conflicts within all three groups. The four items which can be considered as producing most severe conflicts, using the above criteria, are:

- (1) If classroom visits are to be made, the principal should plan the purpose of the classroom visit with the teachers.
- (2) Following a classroom visitation, a principal should leave a written summary of his observations with the classroom teacher.
- (3) A principal should allow teachers to work out their classroom problems by themselves.
- (4) In fairly large schools it is reasonable for a principal to ask teachers to make appointments to see him rather than to come to his office whenever they wish.

Conclusions: The general hypothesis that no disagreement exists within the alter groups, regarding the expectations held for the supervisory behavior of the elementary school principal, must be rejected.

III. GENERAL CONCLUSIONS

The expectations that are held for the supervisory behavior of the elementary school principal are often inconsistent and incongruent. There are indications that the changing conditions and philosophies of education are causing confusion as to the role of the modern day elementary school principal. Continuous effort on the part of the principal is necessary to guide and direct the expectations of the alter groups to be in line with current thought and conditions. This requires the principal to keep abreast of trends and changes in the theory and practice of educational supervision.

Not only must a principal keep abreast of current educational thought but he must also attempt to learn what are the current expectations of the alter groups. Since these expectations tend to change periodically, continuous alertness is necessary if the zone of acceptance, in which the incumbent can act without knowingly causing dissatisfaction, is to be determined.

A co-operative approach with the members of the alter groups, in seeking to resolve continuing and ever appearing conflicts, will help all concerned to understand the current trend of the elementary principal's role better. This will result in more congruency in expectations for his behavior. Teachers are exhibiting varying degrees of

readiness in accepting the principal in the role of supervisor. There is confusion at times as to the supervisory behavior of the principal as compared to that of the district superintendent. Teaching principals are sometimes expected to give the same personal assistance to the teacher as the supervising principal.

Superintendents can greatly assist the principal in his supervisory capacity by clarifying the distinction, if any, between the two levels of supervision. Duplication and unnecessary repetitious supervision can then be avoided. The elementary school principal will best be able to meet the expectations held for his supervisory behavior if he is provided with the time or aid necessary to carry out such supervision.

Finally, the principal must be very clear as to where he is attempting to guide his school. Only when he is cognizant of alter group expectations and acquainted with the supervisory trends of the day can he effectively modify, where necessary, his own conceptions of his role and unify the expectations of the alter groups in order to ensure a straight and steady course towards the intended goal.

IV. RECOMMENDATIONS FOR FURTHER STUDY

The following questions arose during the investigation and analysis of this study:

- (1) What is the relationship between the expectations and perceptions held by the teachers and superintendents for the supervisory behavior of the elementary school principal which is designed to help the teachers to improve their instruction?
- (2) How does the principal's own perception of his supervisory behavior compare with those of the alter groups?
- (3) To what extent do teachers base their expectations of the principal's supervisory behavior on actual experience and to what extent on the suggestive power of current theory?
- (4) To what degree is the elementary school principal aware of conflict areas regarding his supervisory behavior?
- (5) What kind of a program would materially assist the principal in identifying and resolving inter-group and intra-group conflicts regarding his supervisory behavior?
- (6) What, if any, is the relationship between the experience and training of a teacher and his expectations for the elementary school principal's behavior?

BIBLIOGRAPHY

- Aspegren, Robley, E. "A Study of Leadership Behavior and its Effect Upon Morale and Attitudes of Teachers in Selected Elementary Schools." Dissertation Abstract, Doctoral dissertation, Colorado State College, Colorado, 1962, Volume 23.
- Barr, A. S., William H. Burton and Leo J. Brueckner. Supervision. New York: Appleton-Century-Crofts, Inc., 1947.
- Benben, John S. "The Principalship: Its Changing Role," Elementary School Journal, 61:153-57, December, 1961.
- Bidwell, Charles E. "Some Causes of Conflict and Tensions Among Teachers," Administrators Notebook, Vol. IV, No. 7, March, 1956.
- _____. "The Administrative Role and Satisfaction in Teaching," The Journal of Educational Sociology, 29: 41-47, September, 1955.
- British Columbia Department of Education, List of Schools In British Columbia. Victoria: The Department, 1963.
- Buffington, Reed L. "The Job of the Secondary School Principal as Viewed by Parents." Dissertation Abstract, Doctoral dissertation, Stanford University, Stanford, 1954, Volume 14.
- Bureau of Business Research. Research Monograph, No. 86, Ralph M. Stogdill, Ellis L. Scott and William E. Jaynes, "Leadership and Role Expectations," Columbus: The Bureau of Business Research, 1956.
- Burton, W. J., and L. J. Brueckner. Supervision, A Social Process. New York: Appleton-Century-Crofts, Inc., 1955.
- Campbell, Roald F. "Situational Factors in Educational Administration," in Roald F. Campbell and Russell T. Gregg, editors, Administrative Behavior in Education. New York: Harper and Brothers, 1957.
- Cappa, Dan and Margaret Van Meter. "Opinions of Teachers Concerning the Most Helpful Supervisory Procedures," Educational Administration and Supervision, 43:217-22, March, 1957.

Chase, Francis G. "How to Meet Teachers' Expectations of Leadership," Administrators Notebook, Vol. 1, No. 9, April, 1953.

_____. "Professional Leadership and Morale," Administrators Notebook, Vol. 1, No. 8, March, 1953.

Cheal, John E. "Role Conflict in the Principalship of the Composite High School." Unpublished Master's thesis, The University of Alberta, Edmonton, 1958.

_____. "Role Conflict in the Leadership of the Composite High School," The Alberta Journal of Educational Research, 4: 221-26, December, 1958.

Chinoy, Ely. Society: An Introduction to Sociology. New York: Random House, 1962.

Dixon, W. J. and F. J. Massey, Jr. Introduction to Statistical Analysis. New York: McGraw-Hill Book Company, Inc., 1957.

Evenson, Warren L. "The Leadership Behavior of High School Principals Perceptions and Expectations of Superintendents, Principals and Staff Members." Unpublished Doctoral dissertation, The University of Chicago, Chicago, 1958. Microfilm, Rutherford Library, University of Alberta, Edmonton.

Farbanish, Harry. "Supervisory Practices for Improvement of Instruction in Joint School Districts in Pennsylvania." Dissertation Abstract, Doctoral dissertation, The Pennsylvania State University, Pennsylvania, 1958-59, Volume 19.

Ferguson, George A. Statistical Analysis in Psychology and Education. New York: McGraw-Hill Book Company, Inc., 1959.

Ferneau, Elmer F. "Which Consultant?" Administrators Notebook, Vol. 2, No. 8, April, 1954.

Gray, Martin. "A Role Analysis of the School Principalship." Dissertation Abstract, Doctoral dissertation, The University of Wisconsin, Wisconsin, 1961, Volume 22.

Gross, Neal, Ward S. Mason and Alexander W. McEachern. Explorations in Role Analysis: Studies of the School Superintendency Role. New York: John Wiley and Sons, Inc., 1958.

- _____. op. cit., p. 14, citing Kingsley Davis, 1948-1949.
- Hallberg, Hazel Irene. "Analysis of the Expected and Actual Behaviors of Supervisors in the Role Concept of Four Professional Groups." Dissertation Abstract, Doctoral dissertation, University of Washington, Washington, 1960-61, Volume 21.
- Hanes, R. Charles. "A Study of Leadership Behavior and Its Effect Upon Morale and Attitudes of Teachers in Selected Secondary Schools." Dissertation Abstract, Doctoral dissertation, Colorado State College, Colorado, 1962, Volume 23.
- Hare, A. Paul. Handbook of Small Group Research. New York: The Free Press of Glencoe, 1962.
- Harmes, H. M. "Improving Teaching Through Supervision: How is it Working?" Educational Administration and Supervision, 45:169-72, May 1959.
- Hyrnyk, Nick L. "Supervisory Needs: West Jasper Place Public Schools." Unpublished Master's thesis, University of Alberta, Edmonton, 1963.
- Inabnit, James Darell. "Characteristics of Teacher Participation in Decision Making: Functions of Public School Administration. An Empirical Investigation in Policy-Making and Related Factors in Four Illinois Public-School Systems." Dissertation Abstract, Doctoral dissertation, University of Illinois, Chicago, 1954, Volume 14.
- Knight, Charles Spurgeon. "A Perception of the Elementary School Supervisory Role." Dissertation Abstract, Doctoral dissertation, Stanford University, Stanford, 1956, Volume 16.
- Kyte, George C. How to Supervise. New York: Houghton Mifflin Company, 1930.
- Linton, Ralph. The Cultural Background of Personality. New York: D. Appleton-Century Co., Inc., 1945.
- _____. The Study of Man. New York: Appleton-Century-Crofts, Inc., 1936.
- Lucio, W. H. and John D. McNeil. Supervision, A Synthesis of Thought and Action. New York: McGraw-Hill Co., Inc., 1962.

- Medsker, L. L. "The Job of the Elementary School Principal as Viewed by Teachers." Dissertation Abstract, Doctoral dissertation, Stanford University, Stanford, 1954, Volume 14.
- Miklos, Erwin. "Dimensions of Conflicting Expectations and the Leader Behavior of Principals." Unpublished Doctoral dissertation, University of Alberta, Edmonton, 1963.
- Moser, Robert P. "The Leadership Pattern of School Superintendents and School Principals," Administrators Notebook, Vol. 6, No. 1, September, 1951.
- Moyer, Donald C. "Leadership That Teachers Want," Administrators Notebook, Vol. 3, No. 7, March, 1955.
- Parsons, Talcott and Edward A. Shils, editors. Toward A General Theory of Action. Cambridge: Harvard University Press, 1962.
- Plenderleith, William A. The Role of the District Superintendent in Public School Administration in British Columbia. Toronto: The Ryerson Press, 1961.
- Province of British Columbia. Manual of the School Law and Rules of the Council of Public Instruction. Victoria: Department of Education, 1961.
- Research Bulletin of the National Education Association. The Principal as Supervisor. Washington: Research Division of the N.E.A., 1929.
- Sarbin, Theodore. "Role Theory," Handbook of Social Psychology, Volume I, Theory and Method. Edited by Gardner Lindzey. Reading: Addison-Wesley Publishing Co., Inc., 1954.
- Sargent, Stansfeld. "Concepts of Role and Ego in Contemporary Psychology," edited by John H. Rohrer and Muzafer Sherif, Social Psychology at the Crossroads. New York: Harper and Brothers, 1951.
- Sharma, G. L. "Who Should Make Decisions?" Administrators Notebook, Vol. 1, No. 9, April, 1953.
- Shipnuck, Murray Ellis. "Perceived Hostility in Administrator-Teacher Relationships." Dissertation Abstract, Doctoral dissertation, Stanford University, Stanford, 1954, Volume 14.

- Siegel, Sidney. Nonparametric Statistics For The Behavioral Sciences. New York: McGraw-Hill Book Company, Inc., 1956.
- Smith, Maurice F. "The Teaching Principal is a False Economy," The Nation's Schools, 47:39, March, 1951.
- Spain, Charles R., Harold Drummond and John I. Goodlad. Educational Leadership and the Elementary School Principalship. New York: Rinehart and Company, Inc., 1956.
- Spears, Harold. Improving the Supervision of Instruction. Englewood Cliffs: Prentice Hall, Inc., 1953.
- Stogdill, Ralph M. "Intra-group - Inter-group Theory and Research," edited by Muzafer Sherif. Inter-group Relations and Leadership. New York: John Wiley and Sons, Inc., 1962.
- The Department of Elementary School Principals of the N.E.A. of the U.S.A. "The Elementary School Principalship," The National Elementary Principal, Vol. 38, No. 1, September, 1958.
- Tolman, Edward C. "Value Standards: Pattern Variables, Social Roles, Personality," edited by Parsons, Talcott and Shils. Towards A General Theory of Action. Cambridge: Harvard University Press, 1952.
- Waite, Keith V. "A Situational Analysis of the Teacher-Principal Relationship." Dissertation Abstract, Doctoral dissertation, Stanford University, Stanford, 1958-59, Volume 19.

A P P E N D I C E S

INDEX

1. A list of the names of the persons who have been named in the proceedings of the Court of Sessions, in the year 1811, in the case of the <i>People v. The Trustees of the City of New York</i> , &c.	1	2	3	4
2. A list of the names of the persons who have been named in the proceedings of the Court of Sessions, in the year 1811, in the case of the <i>People v. The Trustees of the City of New York</i> , &c.	5	6	7	8

A COMPARISON OF EXPECTATIONS
HELD FOR THE
B. C. ELEMENTARY SCHOOL PRINCIPAL

SECTION I

The items in this part of the questionnaire are expectations which the teacher, principal or superintendent might hold for certain aspects of an elementary school principal's behaviour which are designed to assist the teacher to improve his classroom instruction. You are asked to indicate your agreement or disagreement with each of the items.

DIRECTIONS:

1. Read each item carefully.
2. Decide whether you agree or disagree with the statement.
3. Circle one of the five responses following the item to indicate your reaction to it.

SA - strongly agree

A - agree

U - undecided

D - disagree

SD - Strongly disagree

CLASSROOM VISITATION

- | | | | | | | |
|----|---|----|---|---|---|----|
| 1. | A principal should visit classes regularly to determine the quality of teaching. | SA | A | U | D | SD |
| 2. | A principal should visit classrooms regularly to detect apparent weaknesses with a view of helping the teacher. | SA | A | U | D | SD |

Continued overleaf:-

SA-Strongly Agree; A-Agree; U-Undecided; D-Disagree; SD-Strongly Disagree

- | | | | | | | |
|-----|---|----|---|---|---|----|
| 3. | A principal should visit classrooms frequently, casually. This should be sufficient for him to determine what kind of a job is being done. | SA | A | U | D | SD |
| 4. | A principal should visit inexperienced teachers more frequently than the experienced teachers. | SA | A | U | D | SD |
| 5. | A principal should visit classrooms only upon the invitation of the teacher. | SA | A | U | D | SD |
| 6. | A principal should be careful not to disturb classroom routine. | SA | A | U | D | SD |
| 7. | If classroom visits are to be made, the principal should plan the purpose of the classroom visit with the teachers. | SA | A | U | D | SD |
| 8. | Classroom visitation by the principal should be for purposes of co-ordinating the work of all teachers and the school instructional program, generally. | SA | A | U | D | SD |
| 9. | While in the room, the principal should suggest experiments or general changes in method, where he believes it to be necessary. | SA | A | U | D | SD |
| 10. | A principal should acknowledge, to the teacher and the class, his appreciation for the opportunity to visit the class. | SA | A | U | D | SD |
| 11. | Following a classroom visitation, a principal should leave a written summary of his observations with the classroom teacher. | SA | A | U | D | SD |
| 12. | A principal should keep a record of all formal classroom visits. | SA | A | U | D | SD |

INDIVIDUAL CONFERENCE

- | | | | | | | |
|-----|---|----|---|---|---|----|
| 13. | A principal should discuss the teacher's performance following a classroom visit. | SA | A | U | D | SD |
| 14. | A principal should arrange a conference following a request for assistance. | SA | A | U | D | SD |

Continued: -

SA -Strongly Agree; A -Agree; U -Undecided; D -Disagree; SD -Strongly Disagree

15.	Following comments by parents or pupils about a teacher (when a specific criticism, complaint, commendation or praise has been given), the principal should discuss this with the teacher concerned.	SA	A	U	D	SD
16.	Following tests and evaluation of pupils, a principal should discuss the children's progress with the classroom teacher.	SA	A	U	D	SD
17.	A principal should confer with a teacher following a demonstration lesson or directed visitation to another room within the school or to another school.	SA	A	U	D	SD
18.	A principal should arrange pre-teaching conferences, (to help a beginning teacher or a teacher having difficulty, to plan a unit of work, suitable activities, etc.)	SA	A	U	D	SD
19.	A principal should counsel teachers on personal as well as professional matters.	SA	A	U	D	SD
20.	A principal should help individual teachers to identify, study and take action on problems in their own classroom.	SA	A	U	D	SD
21.	A principal should allow teachers to work out their classroom problems by themselves.	SA	A	U	D	SD
22.	A principal should not do anything to help a teacher who is having difficulties until the teacher comes to him for help.	SA	A	U	D	SD
23.	In a fairly large school it is reasonable for a principal to ask teachers to make appointments to see him rather than to come to his office whenever they wish.	SA	A	U	D	SD
24.	A principal should hold pre-school conferences (before school opens in September) for orientation purposes.	SA	A	U	D	SD

Continued overleaf: -

SA-Strongly Agree; A-Agree; U-Undecided; D-Disagree; SD-Strongly Disagree

25.	A principal should hold conferences following classroom visits (discuss a common weakness or neglect of some phase of the instructional program.)	SA	A	U	D	SD
26.	A principal should arrange follow-up meetings to discuss observed demonstration lessons.	SA	A	U	D	SD
27.	A principal should arrange grade level conferences.	SA	A	U	D	SD
28.	A principal should arrange subject level conferences.	SA	A	U	D	SD
29.	A principal should arrange division (primary, intermediate) level conferences.	SA	A	U	D	SD
30.	A principal should hold group conferences to discuss common school problems.	SA	A	U	D	SD
31.	Any group conferences which are to be held should be arranged and organized co-operatively with the teachers where possible.	SA	A	U	D	SD
32.	A principal should not feel obligated to consult all teachers on school matters if he can gain a general impression of the views of the staff by consulting only a few teachers.	SA	A	U	D	SD

GENERAL STAFF MEETINGS

33.	Staff meetings should be planned and directed by the principal.	SA	A	U	D	SD
34.	Staff meetings should be planned co-operatively with the staff.	SA	A	U	D	SD
35.	The principal should encourage the setting up of staff agenda committees to select, for discussion, problems that are commonly accepted as worthy.	SA	A	U	D	SD

Continued: -

SA -Strongly Agree; A -Agree; U -Undecided; D -Disagree; SD -Strongly Disagree

- | | | | | | | |
|-----|--|----|---|---|---|----|
| 36. | A principal should encourage social meetings (to help promote group cohesion). | SA | A | U | D | SD |
| 37. | A principal should call regular staff meetings even though he may not have anything of importance to discuss with the staff. | SA | A | U | D | SD |

ACTION RESEARCH

- | | | | | | | |
|-----|---|----|---|---|---|----|
| 38. | A principal should encourage teachers to use and evaluate a variety of instructional methods. | SA | A | U | D | SD |
| 39. | A principal should encourage experimentation with new teaching methods. | SA | A | U | D | SD |
| 40. | A principal should encourage research activities based on educational problems in the classroom. | SA | A | U | D | SD |
| 41. | A principal should provide leadership in planning the research study. | SA | A | U | D | SD |
| 42. | A principal should show continued interest and encouragement in the on-going research project. | SA | A | U | D | SD |
| 43. | A principal should assist in the implementation of ideas resulting from the research project. | SA | A | U | D | SD |
| 44. | A principal should permit teachers to adapt courses to the needs of their classes in whatever way they may see fit. | SA | A | U | D | SD |

BULLETINS AND OTHER AIDS

- | | | | | | | |
|-----|--|----|---|---|---|----|
| 45. | A principal should make available bulletins dealing with current instructional problems and issues. | SA | A | U | D | SD |
| 46. | A principal should issue circulars which summarize staff meetings, results of testing programs, etc. | SA | A | U | D | SD |

Continued overleaf:-

SA-Strongly Agree; A-Agree; U-Undecided; D-Disagree; SD-Strongly Disagree

- | | | | | | | |
|-----|---|----|---|---|---|----|
| 47. | A principal should provide the staff with manuals and guides to accompany courses of study. | SA | A | U | D | SD |
| 48. | A principal should select, distribute and promote professional books, magazine articles and research findings. | SA | A | U | D | SD |
| 49. | A principal should arrange for the procurement and distribution of pamphlets which introduce new teaching materials and audio-visual equipment. | SA | A | U | D | SD |

DEMONSTRATION TEACHING AND SCHEDULED VISITATION

- | | | | | | | |
|-----|---|----|---|---|---|----|
| 50. | A principal should teach demonstration lessons. | SA | A | U | D | SD |
| 51. | A principal should arrange for demonstration lessons to be taught by superior teachers from within the school. | SA | A | U | D | SD |
| 52. | A principal should arrange to have consultants or other central office supervisory personnel teach demonstration lessons. | SA | A | U | D | SD |
| 53. | A principal should arrange to have teachers visit other classrooms at least once a year. | SA | A | U | D | SD |
| 54. | A principal should arrange for intra-school visitation visits by teachers to other rooms in the same school or other schools for purposes of assistance, encouragement, etc., whenever the need arises. | SA | A | U | D | SD |

MISCELLANEOUS

- | | | | | | | |
|-----|---|----|---|---|---|----|
| 55. | A principal should arrange for and encourage his teachers to continue their studies, (i. e., extension, correspondence, summer school). | SA | A | U | D | SD |
|-----|---|----|---|---|---|----|

Continued: -

SA-Strongly Agree; A-Agree; U-Undecided; D-Disagree; SD-Strongly Disagree

- | | | | | | | |
|-----|--|----|---|---|---|----|
| 56. | A principal should study individual children referred to him by the teachers and make the findings available to teachers. | SA | A | U | D | SD |
| 57. | A principal should continuously study factors (organizational, administrative, individual) which might impair learning and report his findings to the staff. | SA | A | U | D | SD |
| 58. | A principal should keep abreast of research and school developments and interpret them to his staff. | SA | A | U | D | SD |
| 59. | A principal should acquaint teachers with a variety of teaching methods. | SA | A | U | D | SD |
| 60. | A principal need not inform a teacher against whom there has been a parental complaint if he has satisfied the parent who made the complaint. | SA | A | U | D | SD |
| 61. | Teachers should expect principals to deal with all parental complaints before they reach the teachers. | SA | A | U | D | SD |

SECTION II

Please rank these practices in the order that you would prefer to see them used, by an ideal principal, to help a teacher improve his instruction. Place the numeral "1" before the technique which you consider most significant in reference to its helpfulness, the numeral "2" before the technique which you consider second in significance, and so on.

- A _____ Arrange to have demonstration lessons taught by superior teachers, supervisory and/or consultative personnel, etc.
- B _____ Promote individual conferences.
- C _____ Co-ordinate and make provision for general staff meetings.
- D _____ Visit classrooms.

Continued overleaf:-

- E _____ Make provision for inter- and intra-school visitation. (i.e. visits to other divisions within the school and/or visits to other schools.)
- F _____ Encourage and support staff projects. (i.e. research, experimentation, curriculum planning, evaluation.)
- G _____ Arrange group conferences.
- H _____ Make available professional literature, bulletins and other instructional aids.

SECTION III

The following information is required for checking the representativeness of the sample used in this study. It will not be used for attempting to identify respondents. Please answer all questions.

TEACHERS and PRINCIPALS please answer the following questions. (✓)

62. Teaching experience (including present year)

- | | |
|------------------------------|---------------------|
| _____ first year of teaching | _____ 9 - 12 years |
| _____ 1 - 4 years | _____ 13 - 16 years |
| _____ 5 - 8 years | _____ 17 - 20 years |
| _____ more than 20 years | |

63. Years of training (after Junior Matriculation, complete to the nearest whole year).

- _____ 2 years or less
- _____ 4 years or degree (state degree) _____
- _____ 5 years or degree(s) - state degrees _____
- _____ 6 years or Master's degree
- _____ more than 6 years

Continued:-

64. Certification

_____	Temporary	_____	Professional Conditional (SC)
_____	Elementary Conditional	_____	Professional Basic (SB)
_____	Elementary Basic	_____	Professional Advanced (SA)
_____	Elementary Advanced	_____	Other (please specify)

65. Marital Status

_____ single _____ married _____ widowed

66. Age

_____	under 20 years of age	_____	41 - 50 years of age
_____	20 - 30 years of age	_____	51 - 60 years of age
_____	31 - 40 years of age	_____	over 60 years of age

67. Sex

_____ male
_____ female

TEACHERS please answer the following question.

68. Teaching Level

_____	Grade 1	_____	Grade 5
_____	Grade 2	_____	Grade 6
_____	Grade 3	_____	Grade 7
_____	Grade 4		
_____	Combination (more than one grade) please specify		

PRINCIPALS please answer the following questions.

69. Number of teachers on your staff

_____ 1 - 4 teachers	_____ 13 - 16 teachers
_____ 5 - 8 teachers	_____ 17 - 20 teachers
_____ 9 - 12 teachers	_____ 21 - 30 teachers
_____ more than 30 teachers	

70. Teaching experience before becoming principal

_____ 1 - 4 years	_____ 13 - 16 years
_____ 5 - 8 years	_____ 17 - 20 years
_____ 9 - 12 years	_____ more than 20 years

71. Administrative experience, as principal (including present year).

_____ 1 - 4 years	_____ 11 - 20 years
_____ 5 - 10 years	_____ more than 20 years

72. Were you a vice-principal before becoming a principal?

_____ no	_____ yes
----------	-----------

If "yes," how many years? _____

73. Do you have a vice-principal in your school?

_____ no	_____ yes
----------	-----------

74. What percentage of time do you spend teaching?

_____ do not teach	_____ 25 - 40%
_____ 0 - 10%	_____ 40 - 50%
_____ 10 - 25%	_____ 50 - 75%
	_____ more than 75%

75. Do you have a full-time secretary?

_____ no	_____ yes
----------	-----------

Continued: -

76. If the answer to the above question is "no," how many days a week do you have the services of a secretary?

_____ no secretarial help	_____ 2 1/2 - 3 days a week
_____ 1/2 - 1 day a week	_____ 3 1/2 - 4 days a week
_____ 1 1/2 - 2 days a week	_____ 4 1/2 - 5 days a week

SUPERINTENDENTS please answer the following questions.

77. Experience as Superintendent (including the present year).

_____ 1 - 5 years	_____ 11 - 15 years
_____ 6 - 10 years	_____ 16 - 20 years
	_____ more than 20 years

78. Number of teachers in your district

_____ under 50 teachers	_____ 201 - 300 teachers
_____ 51 - 100 teachers	_____ 301 - 400 teachers
_____ 101 - 200 teachers	_____ 401 - 500 teachers
_____ 501 - 1000 teachers	_____ more than 1000 teachers

79. Qualifications

_____ no degree	_____ degree(s), please specify
-----------------	---------------------------------

January 15, 1964

jl

64-72

British Columbia Teachers' Federation

1815 WEST SEVENTH AVE. AT BURRARD,
VANCOUVER 9, B.C.

To Persons Receiving the Hooge Study Questionnaire

Dear Sir (or Madam):

Of recent years role theory has come to occupy an important place in the study of school administration. In organizations such as schools, where professional persons are involved, compliance with administrative procedures and policies is likely to result from a common commitment to goals, rather than from a system of rewards and punishments. It has been generalized that the extent to which a school operates smoothly and harmoniously is related to the level of agreement between perceived behavior and the role expectations held by members of the system.

The hypotheses which make up role theory are checked from time to time by descriptive studies such as Mr. Harry Hooge is conducting through the enclosed questionnaire. Through such studies role theory can be refined and clarified. Furthermore, such studies when applied to any given school system can reveal whether or not there is a need for a serious review of administrative practices within that system. For example, should through Mr. Hooge's study it be found that wide differences exist among elementary principals, teachers and superintendents as to the perception of roles expected of the principals obviously something should be done to bring about a higher degree of general agreement. The results of the study will thus be of interest to BCTF committees studying supervision practices.

This letter is written to suggest that there is a serious and significant purpose behind Mr. Hooge's questionnaire. It is being distributed on a random sampling basis so it is important that it be completed by virtually all who receive it. Your co-operation will be very much appreciated.

Yours sincerely,

"C. D. Ovans"

General Secretary.

P.S. "The Canadian Administrator," November 1963 issue, published by the Department of Educational Administration, University of Alberta, Edmonton, deals with Role Theory. A copy may be borrowed from the BCTF office if anyone would like to learn more about the subject.

Distributed for Completion to Principals and Teachers of a sampling of B. C. Schools.

January 14, 1964

jl

64-73

APPENDIX C

LETTER TO SUPERINTENDENT

January 6th, 1964.

Dear Sir:

I am conducting a research study in connection with my work at the University of Alberta last year. My thesis proposal has been accepted by my committee. In order to obtain the necessary information for my study, a questionnaire has been compiled.

The questionnaire is designed to survey the expectations that are held for the supervisory behavior of the elementary school principal. Specifically, the supervisory behavior which is aimed at helping the teacher to improve his instruction, will be investigated.

Seventy elementary schools in British Columbia have been randomly selected to participate in the study. Information will be sought from the principals and the staffs of the schools selected. In addition, district superintendents of the districts containing the selected schools will be asked to respond to the questionnaire.

I am, therefore, asking your permission to send questionnaires to a few principals and their staffs in your school district. The same questionnaire will also be sent to you. I earnestly solicit your co-operation and trust that I will hear from you shortly.

Sincerely,

H. H. Hooge

APPENDIX D

LETTER TO PRINCIPALS

22175 West Selkirk Street,
Haney, British Columbia.

January 29th, 1964.

The enclosed questionnaire has been compiled to collect data for a research study in connection with graduate work in the Department of Educational Administration at the University of Alberta last year. Dr. G. L. Mowat is my advisor.

The questionnaire is designed to survey the expectations that are held for the supervisory behavior of the elementary school principal. More specifically, the supervisory behavior which is aimed at helping the teacher to improve his instruction will be investigated.

Approximately fifty elementary schools in British Columbia have been randomly selected to participate in the study. Information is being sought from the principals and the staffs of the schools selected. In addition, district superintendents of the districts containing the selected schools will be asked to respond to the same questionnaire. Yours is one of the schools which has been randomly selected to participate in the study. Permission to ask you to respond to the questionnaire has been obtained from your district superintendent of schools. I earnestly solicit your co-operation.

All responses will be held in strict confidence and neither you, your school or school district will be identified in the thesis. It would be greatly appreciated if you, the principal, would distribute the enclosed copies of the questionnaire to your teachers and ask them to fill them out carefully. There is also a copy for yourself

marked PRINCIPALS COPY, which is identical to the teachers' copies but is identified by the caption PRINCIPALS COPY for purposes of analytical comparisons. You are asked to fill out this questionnaire and return it with the others.

When the questionnaires have been filled out, please place them in the enclosed stamped envelope and return them, preferably within a week of their receipt.

I fully realize you are very busy and appreciate the fact that this is an additional "chore". However, your assistance is necessary to make this research study possible and thus your co-operation is sincerely appreciated.

Yours very truly,

H. H. Hooge

Encls.

APPENDIX E

LETTER TO PARTICIPATING SUPERINTENDENTS

22175 West Selkirk Street,
Haney, British Columbia.

January 29th, 1964.

First of all, thank you very much for your permission to send questionnaires to selected elementary schools in your district.

As mentioned in the original request, I am sending the questionnaire to you as well and am now asking you to please respond to it as directed. In addition to Sections I and II, you are asked to fill in numbers 77 - 79 in Section III. Please return the completed questionnaire in the enclosed, stamped envelope.

Again, without your co-operation the study would be impossible. I am deeply indebted to you for your encouragement and response.

Yours very truly,

H. H. Hooge

Encls.

APPENDIX F

FOLLOW-UP LETTER TO SUPERINTENDENTS
AND PRINCIPALS

22175 West Selkirk Street,
Haney, British Columbia.

March 10, 1964.

About a month ago I sent a questionnaire(s) to you in connection with my research study. The response has been very good, generally. I realize that my request has placed additional burdens upon you. However, I do need as complete a return as possible.

If you have not returned the completed questionnaire(s), I would sincerely appreciate your attention to this matter. If you have returned the completed questionnaire(s), please accept my sincere thanks for your co-operation.

Yours very truly,

H. H. Hooge

APPENDIX G

INFORMATION ABOUT RESPONDENTS

Questionnaire Item	Teachers*	Principals**
Teaching Experience		
First year of teaching	44	0
1 - 4 years " "	99	0
5 - 8 years " "	84	5
9 -12 years " "	46	11
13 -16 years " "	27	22
17 -20 years " "	22	7
More than 20 years	31	16
Years of Training (after Junior Matriculation)		
2 years or less	207	3
3 " "	103	1
4 " "	24	21
5 " "	13	25
6 " "	5	8
More than 6 years	1	2
Certification		
Temporary	9	0
Elementary Conditional	22	0
Elementary Basic	183	2
Elementary Advanced	87	10
Professional Conditional (S.C.)	35	12
Professional Basic (S.B.)	15	24
Professional Advanced (S.A.)	2	12
Other	3	0
Marital Status		
Single	132	2
Married	211	58
Widowed or Divorced	13	0
Age		
Under 20 years of age	2	0
20 - 30 " " "	180	6
30 - 40 " " "	75	28
41 - 50 " " "	47	12
51 - 60 " " "	42	12
Over 60 " " "	5	2

APPENDIX G (continued)
 INFORMATION ABOUT RESPONDENTS

Questionnaire Item	Teachers*	Principals**
Sex		
Male	72	56
Female	265	4
Teaching Level		
Grade One	58	Not
Grade Two	38	Applicable
Grade Three	35	"
Grade Four	35	"
Grade Five	34	"
Grade Six	27	"
Grade Seven	30	"
More than one Grade	84	"
Number of Teachers on Staff		
1 - 4 teachers	Not	0
5 - 8 "	Applicable	20
9 -12 "	"	16
13 -16 "	"	12
17 -20 "	"	17
21 -30 "	"	5
Teaching Experience Before Becoming Principal		
1 - 4 years	Not	16
5 - 8 "	Applicable	22
9 -12 "	"	12
13 -16 "	"	5
17 -20 "	"	2
More than 20 years	"	3
Administrative Experience, as Principal		
1 - 4 years	Not	16
5 -10 "	Applicable	21
11 -20 "	"	18
More than 20 years	"	5

APPENDIX G (continued)
 INFORMATION ABOUT RESPONDENTS

Questionnaire Item	Teachers*	Principals**
Do You Have a Vice-Principal in School?		
No	Not	40
Yes	Applicable	20
Percentage of Time Spent Teaching		
Do not teach	Not	4
0 - 10 % of the time	Applicable	4
11 - 25 % " " "	"	6
26 - 40 % " " "	"	10
41 - 50 % " " "	"	14
51 - 75 % " " "	"	14
More than 75 % of the time	"	8
Full time Secretary		
No	Not	52
Yes	Applicable	8
If "NO", how many days per week?		
$\frac{1}{2}$ - 1 day(s)	Not	11
$1\frac{1}{2}$ - 2 "	Applicable	18
$2\frac{1}{2}$ - 3 "	"	16
$3\frac{1}{2}$ - 4 "	"	4
$4\frac{1}{2}$ - 5 "	"	1
No secretarial Help	"	2

Superintendents

Experience as Superintendent	
1 - 5 years	9
6 -10 "	10
11 -15 "	4
16 -20 "	4
More than 20 years	2

APPENDIX G (concluded)
 INFORMATION ABOUT RESPONDENTS

Questionnaire Item	Superintendents
Number of Teachers in District	
50	0
51 - 100	0
101 - 200	13
201 - 300	8
301 - 400	2
401 - 500	2
501 - 1000	4
More than 1000	0
Qualifications	
B.A.	9
B.A., B. Ed.	8
B.A., B. Paed.	1
B. Paed., M.A.	1
B.A., M.A.	5
B.A., B. Ed., M.A.	1
B.A., B. Com., M. Ed.	1
B.A., B. Ed., M. Ed.	1
B. Sc., M. Ed.	1
B.A., M.A., M. Ed., D. Paed.	1

* - Not all teachers responded to Part III of the instrument.

** - Three of the responding principals omitted Part III of the questionnaire.

APPENDIX H

SUMMARY OF RESPONSES TO ITEMS REVEALING SIGNIFICANT
CONFLICTS BETWEEN ALTER GROUPS

Sectional Headings	Item Number	Teachers			Principals			Superin- tendents		
		Agree	Disagree	Undecided	Agree	Disagree	Undecided	Agree	Disagree	Undecided
Classroom Visitation	1	340	127	57	55	6	2	29	0	0
	2	379	84	61	51	7	5	29	0	0
	3	324	118	82	28	30	5	6	20	3
	4	431	56	37	57	6	0	29	0	0
	5	25	444	25	0	62	1	0	1	28
	10	212	219	93	33	18	12	21	5	3
Individual Conferences	12	327	91	106	53	9	1	28	1	0
	16	385	69	70	62	0	1	27	1	1
	17	385	70	69	50	8	5	26	1	2
	18	369	83	72	54	2	7	27	0	2
	19	60	400	64	9	36	18	17	6	6
	20	397	85	42	60	3	0	27	1	1
	22	84	367	73	2	60	1	2	27	0
	23	281	178	65	21	28	14	14	13	2
	24	270	170	84	49	7	7	26	1	2
	25	413	51	60	52	7	4	29	0	0
	26	301	87	136	53	2	8	28	0	1
	27	289	116	119	49	6	8	28	1	0
	28	237	142	145	43	10	10	29	0	0
	29	245	152	127	47	5	11	27	1	1
	32	103	346	75	19	36	8	13	11	5
General Staff Meetings	33	394	89	41	44	15	4	13	12	4
	34	247	183	94	39	17	7	21	5	3
	35	258	116	150	46	8	9	22	2	5
	36	155	217	152	31	19	13	21	2	6
	37	96	393	35	16	41	6	14	14	1

APPENDIX H (concluded)

SUMMARY OF RESPONSES TO ITEMS REVEALING SIGNIFICANT
CONFLICTS BETWEEN ALTER GROUPS

Sectional Headings	Item Number	Teachers			Principals			Superin- tendents		
		Agree	Disagree	Undecided	Agree	Disagree	Undecided	Agree	Disagree	Undecided
Action Research	40	391	30	103	56	3	4	28	0	1
	41	323	73	128	50	4	9	28	1	0
	42	442	14	68	62	0	1	29	0	0
	43	424	20	80	59	0	4	29	0	0
	44	390	56	78	26	24	13	8	17	4
Bulletins and Other Aids	48	354	87	83	44	9	10	25	2	2
Demonstration Teaching and Scheduled Visitation	50	167	197	160	33	13	17	15	3	11
	51	205	185	134	31	17	15	23	4	2
	54	289	11	224	45	5	13	26	0	3
Miscellaneous	55	279	20	225	42	13	8	27	1	1
	58	433	33	58	60	2	1	28	0	1
	60	83	399	42	20	35	8	12	12	5
	61	35	440	49	7	52	4	7	21	1

APPENDIX I

SUMMARY OF RESPONSES TO ITEMS REVEALING SIGNIFICANT
CONFLICTS WITHIN ALTER GROUPS

Sectional Headings	Item Number	Teachers			Principals			Superin- tendents		
		Percentage Agreeing	Percentage Disagreeing	Degree of Conflict	Percentage Agreeing	Percentage Disagreeing	Degree of Conflict	Percentage Agreeing	Percentage Disagreeing	Degree of Conflict
Classroom Visitation	1	73	27	Third						
	3	73	27	Third	48	52	First	23	77	Fourth
	7	46	54	First	40	60	Second	64	36	Second
	8	64	36	Second	66	34	Third	70	30	Third
	9	26	74	Third	24	76	Fourth			
	10	49	51	First	65	35	Second			
	11	56	44	Second	41	59	Second	58	42	Second
	12	78	22	Fourth						
Individual Conferences	17	72	28	Third						
	19				20	80	Fourth	74	26	Third
	21	59	41	Second	50	50	First	48	52	First
	23	61	39	Second	43	57	Second	52	48	First
	24	61	39	Second						
	26	78	22	Fourth						
	27	71	29	Third						
	28	63	37	Second						
	29	62	33	Second						
	32	23	77	Fourth	35	65	Second	54	46	First
General Staff Meetings	33				75	25	Third	52	48	First
	34	57	43	Second	69	31	Third			
	35	69	31	Third						
	36	42	58	Second	62	38	Second			
	37	20	80	Fourth	28	72	Third	50	50	First

APPENDIX I (concluded)

SUMMARY OF RESPONSES TO ITEMS REVEALING SIGNIFICANT
CONFLICTS WITHIN ALTER GROUPS

Sectional Headings	Item Number	Teachers			Principals			Superin- tendents		
		Percentage Agreeing	Percentage Disagreeing	Degree of Conflict	Percentage Agreeing	Percentage Disagreeing	Degree of Conflict	Percentage Agreeing	Percentage Disagreeing	Degree of Conflict
Action Research	44				52	48	First	32	68	Third
Bulletins and Other Aids	48	80	20	Fourth						
Demonstration	50	46	54	First	72	28	Third			
Teaching and	51	54	46	First	65	35	Second			
Scheduled	53	64	36	Second	70	30	Third	71	29	Third
Visitation	54	70	30	Third						
Miscellaneous	55	62	38	Second	76	24	Fourth			
	60				36	64	Second	50	50	First
	61							25	75	Third

B29863